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ABSTRACT

These task analyses are designed to be used in combination with the "Health Occupations Education Service Area Resource" in order to implement competency-based education in the nurse's assistant program in Virginia. The task analysis document contains the task inventory, suggested task sequence lists, and content outlines for Nursing Assistant I and II. Section 1 of this publication contains a validated task inventory for nursing assistant. For each task, applicable information pertaining to performance and enabling objectives, criterion-referenced measures, and suggested instructional activities and aids is provided. Section 2 provides descriptions of the Nursing Assistant I and II courses. Included with each course description is a task sequence list, which provides a suggested order of the task inventory for actual instruction, and course content outlines. The instructional topics within the outlines have been cross-referenced with the corresponding task/competency codes from the task inventory in section 1. Also included in this document are a bibliography and list of references (totaling 49 citations), lists of audiovisual publishers' addresses, and a list of tools and equipment. (KC)

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ED301642

NURSE'S ASSISTANT:

TASK ANALYSES

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COMPETENCY-BASED
CBE
EDUCATION

GUIDE APPLICATION

This guide is useful in developing and selecting instructional material and implementing competency-based education for the following program and courses:

Program	Courses
Nurse's Assistant (17.0602)	Nursing Assistant I (8360) Nursing Assistant II (8362)

This is a generic task analyses for a nurse's assistant who will work in a hospital, licensed nursing home, home health, or other health care setting.

Additional information concerning the application and use of this guide in program planning and development should be addressed to:

Health Occupations Education Service
Virginia Department of Education
P.O. Box 60
Richmond, Virginia 23216
(804) 225-2087

TASK ANALYSES
FOR
NURSE'S ASSISTANT

Developed by

Dinwiddie County Public Schools

and

Virginia Vocational Curriculum Center
Henrico County Public Schools
Department of Vocational and Community Education
Glen Allen, Virginia 23060

In Cooperation With

Health Occupations Education Service
Virginia Department of Education
Vocational and Adult Education
Richmond, Virginia 23216

1986

FOREWORD

In the next decade, businesses and industries in Virginia will require large numbers of skilled workers. Therefore, vocational education at the secondary and postsecondary levels will have the responsibility of preparing individuals for a variety of occupations.

Through competency-based education (CBE) students will gain the preparation necessary for their entry into the work force in Virginia. Also, CBE will enhance articulation of students between vocational programs and levels of education. Finally, CBE can help retain workers who have been displaced in the work force because of changing technology.

This guide will serve to assist teachers and administrators in developing instructional materials which meet the needs of students and industry and comply also with the Virginia CBE standards for vocational and adult education.

S. John Davis
Superintendent of Public Instruction

Dewey T. Oakley, Jr.
Administrative Director
Vocational and Adult Education

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The development and completion of this publication were performed in two major phases. Phase one involved a vast expenditure of time, effort, and teamwork by the project staff and participants. These individuals are recognized for their time and expertise:

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Phase two involved a general update and instructional validation performed by writers at the Virginia Vocational Curriculum Center and by Helena C. Gee, Supervisor, Health Occupations, Richmond Technical Center. Appreciation is expressed to Carol Hampton of the Virginia Department of Education for her assistance.

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INTRODUCTION

These task analyses are designed to be used in combination with the Health Occupations Education Service Area Resource in order to implement competency-based education in the Nurse's Assistant program. The service area resource contains information that pertains to all programs within the Health Occupations Education area; the sections of that publication are entitled Occupational Information, Student Organization (HOSA), Classroom Management Systems, and Recording Systems. The task analyses document contains the task inventory, a suggested task sequence list, and a content outline for Nursing Assistant I and II. Detailed instructions for combined use of these two publications are contained within the service area resource.

Using the Task Analyses

Section 1 of this publication contains a validated task inventory for Nursing Assistant. For each task, applicable information pertaining to performance and enabling objectives, criterion-referenced measures, and suggested instructional activities and aids is provided. In this section, tasks are arranged by Content/Concept areas only, and no attempt has been made to sequence tasks in instructional order.

Section 2 contains descriptions of the Nursing Assistant I and II courses, a task sequence list which provides a suggested order of the task inventory for actual course instruction, and a program content outline. The instructional topics within the content outline have been cross-referenced with corresponding task/competency codes from the task inventory in Section 1.

SECTION 1

TASK INVENTORY

One of the major characteristics of competency-based education (CBE) is that the course content is based upon actual jobs or tasks performed by the worker. In Virginia, the Department of Education has established standards for competency-based education. According to these standards, competencies must be role-relevant and based upon appropriate research. This standard states:

> Role-relevant competencies that include standards are identified and stated.
>
> The competencies with standards will be identified through V-TECS, IDECC, and other appropriate research. Advisory committees should be used to review competencies and standards. Competencies in the affective domain will be included. Role-relevant competencies for occupational preparation programs are those that specifically relate to the occupation for which the student is being prepared as well as to the personal needs of the student. Role-relevant competencies are related also to orientation, exploration and/or industrial arts experiences which have been identified for students.

Therefore, role-relevant jobs or tasks, called competencies in CBE, must be identified and validated before instructional materials are developed and subsequent instruction can take place.

The task list contained in this document was based on the following:

1. The current V-TECS catalog for Nursing Assistance Occupations.
2. Job titles and descriptions found in the Occupational Outlook Handbook and Dictionary of Occupational Titles.
3. The review and selection of appropriate competency-based materials developed by other states and systems.
4. Interviews with former students and surveys of incumbent workers in the field of nurse's aide or assistant.
5. Input from health occupations and curriculum specialists.
6. Input from local craft advisory committee members.

Based upon the information collected and reviewed from the available sources indicated, a task inventory was prepared.

The next major step involved in the development of the task inventory was validation of the listed tasks. Validation is essential if the information collected is to be useful in operating CBE courses and programs. The validation process involved the following:

1. Review by writing team members to determine completeness of the inventory.
2. Review by some 300 workers, teachers, and industry representatives statewide to determine validity and to ensure role-relevance and completeness.
3. Final review and editing by writing team members, project directors, and state staff.

This process was used to determine if the identified tasks were performed by workers presently employed and if the task was critical for entry-level performance. The process also was used to determine the time required to complete the specified task.

The task list included in this guide was based on current available resources and validated by teachers, advisory committee members, and incumbent workers in health education occupations.

The task list has not been arranged in order of difficulty of tasks or instructional sequence because of the variety of courses and programs offered throughout the state. Sequencing has been shown in a suggested teaching order in Section 2.

The task analyses sheets are arranged by content/concept area for the specific occupational domain covered by the guide. Information contained on each form is as follows:

1. The task/competency for a given content/concept area which is performed by incumbent workers.
2. Program and course application information.
3. Performance and enabling objectives for instructional materials development.
4. Criterion-referenced measures of test items used to determine successful attainment of task/competency by the student.

5. Instructional activities and steps required for teaching the task/competency.
6. Tools, materials, and supplies required to provide necessary instruction.
7. References and audiovisual materials helpful in teaching the task/competency.

TASK INVENTORY
FOR

NURSE'S ASSISTANT (17.0602)

CONTENT/CONCEPT AREAS

1. BECOMING ORIENTED TO THE NURSE'S ASSISTANT PROGRAM
2. RELATING TO THE HEALTH CARE SYSTEM
3. UNDERSTANDING BODY SYSTEMS AND DISORDERS
4. EXPLORING EMPLOYMENT OPPORTUNITIES
5. DEVELOPING COMMUNICATION AND COORDINATION TECHNIQUES
6. MAINTAINING A CLEAN, SAFE ENVIRONMENT
7. DEVELOPING BASIC NURSING SKILLS
8. UNDERSTANDING COMMUNITY HEALTH AND FIRST AID
9. ASSISTING WITH NUTRITION AND ELIMINATION

CONTENT/CONCEPT AREA

I. BECOMING ORIENTED TO THE NURSE'S ASSISTANT PROGRAM

TASKS/COMPETENCIES

1.1 Prepare for classroom instruction and activities

1.2 Display knowledge of school facility

1.3 Participate in in-class activities of Health Occupations Students of America

1.4 Describe the Nurse's Assistant Program

----------------Application--------------

CONTENT/CONCEPT

1. BECOMING ORIENTED TO THE NURSE'S ASSISTANT PROGRAM

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

1.1 Prepare for classroom instruction and activities

COURSE

Nursing Assistant

1.1

PERFORMANCE OBJECTIVE

P.1.1 Given copies of school policies, grading procedures, competency lists, textbook, course outline, and other related information, prepare for classroom instruction and activities by organizing and maintaining class information and handouts in a student notebook in accordance with instructor's guidelines.

SELECTED ENABLING OBJECTIVES

E1.1.1 State names of instructor and school administrative personnel.

E1.1.2 Relate school and class policies to personnel policies of local health facilities.

E1.1.3 Outline organization and format of textbook.

E1.1.4 State major concepts of course outline.

CRITERION-REFERENCED MEASURE

C1.1 Notebook maintained in accordance with instructor's guidelines.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Distribute name tags, and have students introduce themselves (E1.1.1).
2. Read and discuss with class school policies, procedures, and/or student handbook (E1.1.2).
3. Distribute textbook, course outline, task list, and other related material and have class review (E1.1.3, E1.1.4).
4. Have students compare student handbook and/or school policies with personnel policy manuals from health facilities (E.1.1.2).

SELECTED TOOLS AND MATERIALS

Textbook
Handouts: Student handbook and/or school policies handbook
Course outline
Personnel policy manuals from health facilities
Listing of faculty and staff

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

None identified

----------------Application--------------

CONTENT/CONCEPT

1. BECOMING ORIENTED TO THE NURSE'S ASSISTANT PROGRAM

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

1.2 Display knowledge of school facility

COURSE

Nursing Assistant

1.2

PERFORMANCE OBJECTIVE

P1.2 Given a tour of the department, locker assignments, locations of fire exits, and a demonstration of the safe operation of equipment, display knowledge of the school facility by completing an instructor-prepared checklist. All items must be rated acceptable.

SELECTED ENABLING OBJECTIVES

E1.2.1 Locate areas within the department, including lockers, fire exits, laundry, lounge, and restroom.

E1.2.2 Demonstrate procedures for operation of stove, washer, and dryer.

E1.2.3 Outline fire safety procedures and appropriate exits to be used for fire drills.

CRITERION-REFERENCED MEASURE

C1.2 Knowledge of school facility displayed by having all items on an instructor-prepared checklist rated acceptable.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Conduct a tour of the department and facility (E 1.2.1).
2. Demonstrate operation of large equipment (E 1.2.2).
3. Assign lockers (E 1.2.1).
4. Explain fire drill procedures and identify appropriate exits (E 1.2.3).

SELECTED TOOLS AND MATERIALS

Lockers
Washing machine
Dryer
Electric stove
Manufacturer's manuals for appliances
Handout: Instructor-prepared checklist

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

None identified

----------------Application--------------

CONTENT/CONCEPT

1. BECOMING ORIENTED TO THE NURSE'S ASSISTANT PROGRAM

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

1.3 Participate in in-class activities of Health Occupations Students of America (HOSA)

COURSE

Nursing Assistant

1.3

PERFORMANCE OBJECTIVE

P1.3 Given student organization guidelines, participate in in-class Health Occupations Students of America activities. Participation will be evaluated on an on-going basis, according to instructor-prepared checklist based on guidelines provided.

SELECTED ENABLING OBJECTIVES

E1.3.1 List the goals of HOSA.

E1.3.2 Identify responsibilities of elected chapter officers.

E1.3.3 Explain chapter management.

E1.3.4 Identify community and school improvement projects sponsored by HOSA.

CRITERION-REFERENCED MEASURE

C1.3 Participation in in-class HOSA activities in accordance with instructor-prepared checklist.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Distribute HOSA guidelines and discuss (E 1.3.1-E 1.3.3).
2. Invite a HOSA member or officer to speak to class about the activities, goals, and purpose of HOSA (E 1.3.1-E 1.3.3).
3. Provide students with information on meeting dates, membership, and related information (E 1.3.1-E 1.3.4).
4. Discuss with students previous community and school improvement projects and have them select a project to work on in cooperation with other chapters and organizations (E 1.3.4).
5. Have students look at HOSA scrapbooks, maintained at local chapter, from previous years (E 1.3.4).

SELECTED TOOLS AND MATERIALS

Handouts:	Instructor-prepared checklist HOSA guidelines

SELECTED AUDIOVISUAL MATERIALS

Filmstrips/Cassettes:	HOSA Serves the Community. National HOSA. Promoting Your HOSA Chapter Activities. National HOSA. National HOSA Competitive Events. National HOSA. HOSA Story. Virginia Department of Education.

SELECTED REFERENCES

Health Occupations Service Area Resource. Virginia Department of Education.
Virginia HOSA Manual, 1984. Virginia Department of Education.
Tips for Virginia HOSA Officers. Virginia Department of Education.

----------------Application--------------

CONTENT/CONCEPT

1. BECOMING ORIENTED TO THE NURSE'S ASSISTANT PROGRAM

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

1.4 Describe the Nurse's Assistant Program

COURSE

Nursing Assistant

1.4

PERFORMANCE OBJECTIVE

P1.4 Given introductory information, course description, and course outline about the local Nurse's Assistant Program, describe the Nurse's Assistant Program with 85% accuracy on an instructor-prepared written test.

SELECTED ENABLING OBJECTIVES

E1.4.1 Describe the purpose of the Nurse's Assistant Program.

E1.4.2 Explain the relevance of the program.

E1.4.3 State the purpose and importance of the Nurse's Assistant Program to the local health care system.

E1.4.4 Identify representative skills needed to complete successfully the Nurse's Assistant Program.

E1.4.5 Identify local opportunities for clinical experience.

E1.4.6 List classroom requirements for successful completion of the program.

E1.4.7 Identify local employment opportunities.

CRITERION-REFERENCED MEASURE

C1.4 Understanding of the Nurse's Assistant Program demonstrated on instructor-prepared written test with 85% accuracy.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss the role and importance of the nursing assistant in relation to the entire network of health care personnel (E 1.4.2, E 1.4.3).
2. Prepare a map showing location of health care facilities and agencies in the area (E 1.4.5, E 1.4.7).
3. Invite a medical professional (doctor, nurse, hospital administrator, home health agency representative) to discuss the importance of the nursing assistant (E 1.4.1-E 1.4.3).
4. Discuss course description and outline (E 1.4.4, E 1.4.6).
5. Discuss representative health care situations where nursing assistant skills are used (E 1.4.4)

SELECTED TOOLS AND MATERIALS

Instructor-prepared course description and course outline

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

CBE Curriculum for Nursing Assistant, 3rd ed. West Virginia Department of Education

CONTENT/CONCEPT AREA

2. RELATING TO THE HEALTH CARE SYSTEM

TASKS/COMPETENCIES

2.1 Identify job responsibilities and personal qualities of a nursing assistant

2.2 Identify health career options

2.3 Match nursing functions with appropriate personnel

2.4 Identify the major types and functions of health care institutions, including hospices

2.5 Identify examples of ethical nursing behavior

2.6 Determine legal responsibilities of the nursing assistant

2.7 Identify the rights of patients/residents

2.8 Describe appropriate appearance and behavior for a nursing assistant

----------------Application--------------

CONTENT/CONCEPT

2. RELATING TO THE HEALTH CARE SYSTEM

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

2.1 Identify job responsibilities and personal qualities of a nursing assistant

COURSE

Nursing Assistant

2.1

PERFORMANCE OBJECTIVE

P2.1 Given a worksheet, identify job responsibilities and personal qualities of a nursing assistant by selecting the appropriate responsibilities and qualities. Selections must include 85% of those listed in job descriptions from local health facilities.

SELECTED ENABLING OBJECTIVES

E2.1.1 List ten responsibilities of the nursing assistant.

E2.1.2 Name five desirable physical characteristics of the nursing assistant.

E2.1.3 Name five personal characteristics of the nursing assistant.

CRITERION-REFERENCED MEASURE

C2.1 Job responsibilities and personal qualities identified on a worksheet with 85% accuracy.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Have students role play characteristics of the "ideal" nursing assistant (E2.1.1, E2.1.3).
2. Assign an essay titled "Responsibility: What it Means to Me" and have students relate their personal responsibilities to those of the nursing assistant (E1.1).

SELECTED TOOLS AND MATERIALS

Local health agency handbooks
Handout: Instructor-prepared worksheet

SELECTED AUDIOVISUAL MATERIALS

None identified.

SELECTED REFERENCES

Being a Nursing Assistant, 4th ed., pp. 11-25. H.R.E.T.

----------------Application--------------

CONTENT/CONCEPT

2. RELATING TO THE HEALTH CARE SYSTEM

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

2.2 Identify health career options

COURSE

Nursing Assistant

2.2

PERFORMANCE OBJECTIVE

P2.2 Given references on health careers, identify health career options in a written report. The report must include a description of the skills necessary for an entry-level position, the educational requirements, the average salary range, and the working conditions for each occupation. The length and format of the report must be in accordance with the specifications provided by the instructor.

SELECTED ENABLING OBJECTIVES

E2.2.1 List a variety of health career occupations.

E2.2.2. Explain basic job requirements of various health career occupations.

E2.2.3 Identify health careers available in the local community.

CRITERION-REFERENCED MEASURE

C2.2 Report on health career options including description of entry-level skills required, educational requirements, average salary range, and working conditions; length and format in accordance with instructor's specifications.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Invite a local health administrator to speak to class (E2.2.1, E2.2.3).
2. Arrange for students to tour a health care facility and have students write job descriptions of each department (E2.2.2).
3. Have students create bulletin boards depicting health careers (E2.2.1).

SELECTED TOOLS AND MATERIALS

Health Careers Information. Virginia Council on Health and Medical Care, Inc.
Handout: Instructor-provided specifications

SELECTED AUDIOVISUAL MATERIALS

Slide/Cassette/Chart: Health Careers Information. Virginia Council on Health and Medical Care, Inc.

SELECTED REFERENCES

Being a Nursing Assistant, 4th ed., pp.24-25. H.R.E.T.

CONTENT/CONCEPT

2. RELATING TO THE HEALTH CARE SYSTEM

TASK/COMPETENCY

2.3 Match nursing functions with appropriate personnel

----------------Application-------------

PROGRAM

NURSE'S ASSISTANT (17.0602)

COURSE

Nursing Assistant

2.3

PERFORMANCE OBJECTIVE

P2.3 Given health care facility policy or nursing standards and simulated situations, match specific nursing functions with appropriate personnel with 85% accuracy on an instructor-provided worksheet.

SELECTED ENABLING OBJECTIVES

E2.3.1 Identify nursing personnel.

E2.3.2 Explain methods of patient assignment.

E2.3.3 List specific functions of nursing personnel.

E2.3.4 Draw a chart showing the organizational structure of a nursing department.

CRITERION-REFERENCED MEASURE

C2.3 Nursing functions matched to appropriate personnel on instructor-provided worksheet with 85% accuracy.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Provide students with a list of terms and definitions related to the study of anatomical structures (E3.1.2).
2. Have students spell and define terms related to the study of the total body structure (E3.1.1).
3. Devise transparencies or diagrams of anatomical structures and review with class (E3.1.1, E3.1.2).

SELECTED TOOLS AND MATERIALS

Torso
Diagram or charts showing body planes

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Being a Nursing Assistant, 4th ed., pp. 158-167. H.R.E.T.
Health Care Assistant, 4th ed. Caldwell and Hegner.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Provide students with situations involving patient assignment, and have them role play methods of such assignments (E2.3.2).
2. List and discuss nursing personnel and functions (E2.3.1, E2.3.3).
3. Draw and label organizational structure or devise a transparency displaying this information (E2.3.4).

SELECTED TOOLS AND MATERIALS

Handouts:	Simulated situations Instructor-provided worksheet

SELECTED AUDIOVISUAL MATERIALS

Transparency: Organizational Chart. Being a Nursing Assistant, 4th ed., p. 5. H.R.E.T.

SELECTED REFERENCES

Being a Nursing Assistant, 4th ed., pp.1-5. H.R.E.T.
Health Care Assistant, 4th ed. Caldwell and Hegner.

CONTENT/CONCEPT

2. RELATING TO THE HEALTH CARE SYSTEM

TASK/COMPETENCY

2.4 Identify the major types and functions of health care institutions, including hospices

----------------Application--------------

PROGRAM

NURSE'S ASSISTANT (17.0602)

COURSE

Nursing Assistant

2.4

PERFORMANCE OBJECTIVE

P2.4 Given information on health care institutions, identify the major types and functions of health care institutions, including hospices, with 85% accuracy on a written test.

SELECTED ENABLING OBJECTIVES

E2.4.1 List the major types of health care institutions.

E2.4.2 Identify health care institutions in the community.

E2.4.3 Explain functions of various health care facilities.

CRITERION-REFERENCED MEASURE

C2.4 Major types and functions of health care institutions, including hospices, identified with 85% accuracy on a written test.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Present to class a diagram of major types of health care facilities and label their functions (E2.4.1, E2.4.3).

2. Have students write to local health care institutions to research their functions and history. Students should then report to class on their findings (E2.4.2, E2.4.3).

3. Arrange for a panel of resource persons representative of different types of health care institutions to speak to class (E2.4.1).

SELECTED TOOLS AND MATERIALS

Literature from local health agencies
Handout: Instructor-prepared test

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

None identified

----------------Application--------------

CONTENT/CONCEPT

2. RELATING TO THE HEALTH CARE SYSTEM

PROGRAM

NURSE'S ASSISTANT (17.062)

TASK/COMPETENCY

2.5 Identify examples of ethical nursing behavior

COURSE

Nursing Assistant

2.5

PERFORMANCE OBJECTIVE

P2.5 Given a worksheet that contains descriptions of situations involving ethical and unethical nursing behavior, identify examples of ethical nursing behavior with 100% accuracy.

SELECTED ENABLING OBJECTIVES

E2.5.1 Define ethics.

E2.5.2 Relate ethical behavior to situations involving the nursing assistant.

CRITERION-REFERENCED MEASURE

C2.5 Ethical nursing behavior identified with 100% accuracy on a worksheet.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss definition of ethics as it applies to daily living and the nursing assistant (E2.5.1).
2. Present filmstrip Ethics for the Nursing Assistant and discuss with class (E2.5.2).
3. Have students work in groups to develop scripts for simulated situations and present to class (E2.5.2).

SELECTED TOOLS AND MATERIALS

Instructor-prepared handout of simulated situations

SELECTED AUDIOVISUAL MATERIALS

Filmstrip/Cassette: Ethics for the Nursing Assistant. Career Aids, Inc.

SELECTED REFERENCES

Being a Nursing Assistant, 4th ed., pp. 17-21. H.R.E.T.
Nursing Skills for Allied Health Services, Vol. I, 3rd ed. Rambo and Wood.

----------------Application--------------

CONTENT/CONCEPT

2. RELATING TO THE HEALTH CARE SYSTEM

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

2.6 Determine legal responsibilities of the nursing assistant

COURSE

Nursing Assistant

2.6

PERFORMANCE OBJECTIVE

P2.6 Given necessary references and written case situations, determine legal responsibilities of the nursing assistant by identifying the possible litigation associated with each situation with 85% accuracy.

SELECTED ENABLING OBJECTIVES

E2.6.1 Define terms related to health care litigation.

E2.6.2 Identify types of lawsuits most prevalent in health care institutions.

E2.6.3 Relate health care facility policies to legal responsibilities of the nursing assistant.

CRITERION-REFERENCED MEASURE

C2.6 Legal responsibilities of the nursing assistant determined in specified case situations with 85% accuracy.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss types of lawsuits applicable to the nursing assistant (E2.6.2).
2. Invite a local attorney to explain legal terminology relevant to health care lawsuits (E2.6.1).
3. Have students role play situations which may involve litigation (E2.6.1, E2.6.2).
4. Invite a local health care administrator to review health care facility policy and the law (E2.6.3).

SELECTED TOOLS AND MATERIALS

Instructor-prepared case situations

SELECTED AUDIOVISUAL MATERIALS

Filmstrip/Cassette: The Nursing Team and the Law. Career Aids, Inc.

SELECTED REFERENCES

Law Every Nurse Should Know, 5th ed. Creighton.
Nursing Skills for Allied Health Services, Vol. I, 3rd ed. Rambo and Wood

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CONTENT/CONCEPT

2. RELATING TO THE HEALTH CARE SYSTEM

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

2.7 Identify the rights of patients/residents

COURSE

Nursing Assistant

2.7

PERFORMANCE OBJECTIVE

P2.7 Given a worksheet with simulated situations, identify the rights of patients/residents in local health care institutions with 85% accuracy.

SELECTED ENABLING OBJECTIVES

E2.7.1 List examples of human rights.

E2.7.2 Compare human rights and patient rights.

E2.7.3 State provisions of the "Patient's Bill of Rights" for Virginia's institutions.

CRITERION-REFERENCED MEASURE

C2.7 Patient/resident rights identified on a worksheet with 85% accuracy.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Have students work in small groups to devise a list of examples in history where human rights were violated (E2.7.1).
2. Have students read Virginia's "Patient's Bill of Rights" and discuss (E2.7.3).
3. Provide students with fictional case studies in which patient's rights were violated, and have students role play each situation. Have class then discuss how the situation could have been avoided (E2.7.2).

SELECTED TOOLS AND MATERIALS

Instructor-prepared worksheet of simulated situations
Handout: Virginia's "Patient's Bill of Rights." AHA.

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Geratric Assistant, pp. 11-15. Mummah and Smith.
Textbook of Basic Nursing, 4th ed. Rosdahl.

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CONTENT/CONCEPT

2. RELATING TO THE HEALTH CARE SYSTEM

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

2.8 Describe appropriate appearance and behavior for a nursing assistant

COURSE

Nursing Assistant

2.8

PERFORMANCE OBJECTIVE

P2.8 Given classroom instruction, references, background information, and case situations, describe appropriate appearance and behavior for the nursing assistant by identifying appropriate/inappropriate examples in each situation with 85% accuracy.

SELECTED ENABLING OBJECTIVES

E2.8.1 Define punctuality, dependability, consideration, and attitude.

E2.8.2 List items of dress considered appropriate for the nursing assistant.

E2.8.3 Identify examples of inappropriate behavior.

CRITERION-REFERENCED MEASURE

C2.8 Description of appropriate nursing assistant behavior and appearance identified in specified case situations with 85% accuracy.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Have students prepare and display posters depicting appropriate and inappropriate dress for the nursing assistant (E2.8.2).
2. List, spell, define, and discuss words and concepts related to dress and behavior (E2.8.1).
3. Have students role play situations involving appropriate and inappropriate behavior and discuss (E2.8.3).
4. Obtain job descriptions from various local health care facilities and discuss with students (E2.8.1-E2.8.3).

SELECTED TOOLS AND MATERIALS

Local health care facility job descriptions
Instructor-prepared case situations

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Being a Nursing Assistant, 4th ed., pp. 16-17. H.R.E.T.

CONTENT/CONCEPT AREA

3. UNDERSTANDING BODY SYSTEMS AND DISORDERS

TASKS/COMPETENCIES

3.1 Identify anatomical structures
3.2 Identify body cavities and organs within these cavities
3.3 Identify parts and functions of the cell
3.4 Identify tissues within the body
3.5 Identify major structures and state the functions of the endocrine glands
3.6 Identify major disorders of the endocrine glands
3.7 Identify major organs and state the functions of the circulatory system
3.8 Identify major disorders of the circulatory system
3.9 Identify major structures and state the functions of the musculo-skeletal systems
3.10 Identify major disorders of the musculo-skeletal systems
3.11 Identify structures and state the functions of the major digestive organs, including the oral cavity
3.12 Identify major disorders of the digestive system
3.13 Identify major disorders of the oral cavity
3.14 Identify structures and state the functions of the major organs of the reproductive system
3.15 Identify major disorders of the reproductive system
3.16 Identify major structures and state the functions of the urinary system
3.17 Identify major disorders of the urinary system
3.18 Identify major structures and state the functions of the respiratory system
3.19 Identify the major disorders of the respiratory system
3.20 Identify major structures and state the functions of the nervous system
3.21 Identify major disorders of the nervous system, including Alzheimer's Disease and other dementias
3.22 Identify the five senses and state their functions
3.23 Label major parts of the eye and ear and state their functions
3.24 Identify major disorders of the eye, ear, and other sensory organs
3.25 Identify major structures and state the functions of the integumentary system
3.26 Identify major disorders of the integumentary system
3.27 Describe the major stages of growth and development
3.28 Describe the effects of the normal aging process on major body systems
3.29 Identify psycho-social problems associated with the elderly
3.30 Identify needs related to death and dying

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CONTENT/CONCEPT

3. UNDERSTANDING BODY SYSTEMS AND DISORDERS

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

3.1 Identify anatomical structures

COURSE

Nursing Assistant

3.1

PERFORMANCE OBJECTIVE

P3.1 Given a torso or a diagram that shows anatomical structures of the body, identify the structures with 85% accuracy on an oral or written test.

SELECTED ENABLING OBJECTIVES

E3.1.1 Identify terms relating to the total body structure.

E3.1.2 Identify terms that are used to describe the anatomical divisions of the body.

CRITERION-REFERENCED MEASURE

C3.1 Anatomical structures identified on an oral or written test with 85% accuracy.

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CONTENT/CONCEPT

3. UNDERSTANDING BODY SYSTEMS AND DISORDERS

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

3.2 Identify body cavities and organs within these cavities

COURSE

Nursing Assistant

3.2

PERFORMANCE OBJECTIVE

P3.2 Given an anatomical torso or diagram, identify the five cavities of the body and one organ located within each cavity with 85% accuracy.

SELECTED ENABLING OBJECTIVES

E3.2.1. Spell and define major terms.

E3.2.2 Identify cavities of the body.

E3.2.3 Identify organs within each cavity.

CRITERION-REFERENCED MEASURE

C3.2 Body cavities and organs within the cavities identified with 85% accuracy on anatomical torso or diagram.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Provide students with a list of key terms and discuss (E3.2.1).
2. Distribute handouts of an anatomical drawing. Have students label cavities and organs (E3.2.2, E3.2.3).
3. Have students practice with a partner identifying cavities and organs (E3.2.2, E3.2.3).

SELECTED TOOLS AND MATERIALS

Anatomical torso or charts

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Being a Nursing Assistant, 4th ed., pp. 158-167. H.R.E.T.
The Human Body in Health and Disease, 5th ed., p.7. Memmler and Wood.

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CONTENT/CONCEPT

3. UNDERSTANDING BODY SYSTEMS AND DISORDERS

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

3.3 Identify parts and functions of the cell

COURSE

Nursing Assistant

3.3

PERFORMANCE OBJECTIVE

P3.3 Given a diagram of the cell, identify three parts of the cell and the functions of each part with 85% accuracy.

SELECTED ENABLING OBJECTIVES

E3.3.1 Define terms that relate to the cell.

E3.3.2 Label parts of the cell.

E3.3.3 Describe the function of the cell.

E3.3.4 Relate each part of a cell to its particular function.

CRITERION-REFERENCED MEASURE

C3.3 Parts and functions of the cell identified with 85% accuracy.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Provide students with a list of the key terms and their definitions related to the study of the cell (E3.3.1).
2. Provide students with a handout illustrating a drawing of the cell (E3.3.1-E3.3.4).
3. Discuss functions of the cell (E3.3.3).
4. Discuss how the cell relates to the total body (E3.3.1).

SELECTED TOOLS AND MATERIALS

Handout: Instructor-prepared diagram

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Being a Nursing Assistant, 4th ed., pp. 158-167. H.R.E.T.
Health Care Assistant, 4th ed. Caldwell and Hegner.

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CONTENT/CONCEPT

3. UNDERSTANDING BODY SYSTEMS AND DISORDERS

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

3.4 Identify tissues within the body

COURSE

Nursing Assistant

3.4

PERFORMANCE OBJECTIVE

P3.4 Given information sheets and instructor-prepared drawings, identify the four primary tissues found within the human body with 85% accuracy.

SELECTED ENABLING OBJECTIVES

E3.4.1 Describe the composition of tissues.

E3.4.2 Locate specific tissues within the body.

E3.4.3 List the functions of the four tissues of the body.

CRITERION-REFERENCED MEASURE

C3.4 Tissues within the body identified with 85% accuracy.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss four primary tissues to be found in a human body (E3.4.1).
2. Have students locate on a torso specific tissues within the body (E3.4.2).
3. Discuss functions of the four tissues (E3.4.3).

SELECTED TOOLS AND MATERIALS

Anatomical torso or charts
Handouts: Instructor-prepared drawings
Information sheets

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Being a Nursing Assistant, 4th ed., pp. 158-167. H.R.E.T.
Health Care Assistant, 4th ed. Caldwell and Hegner.
The Human Body in Health and Disease, 5th ed., pp. 19-25. Memmler and Wood.

----------------Application--------------

CONTENT/CONCEPT

3. UNDERSTANDING BODY SYSTEMS AND DISORDERS

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

3.5 Identify major structures and state the functions of the endocrine glands

COURSE

Nursing Assistant

3.5

PERFORMANCE OBJECTIVE

P3.5 Given an anatomical chart, identify major structures and state the functions of the endocrine glands with 85% accuracy on a written test.

SELECTED ENABLING OBJECTIVES

E3.5.1 Explain the general functions of the endocrine glands.

E3.5.2 State the location and functions of the pituitary gland.

E3.5.3 State the location and the function of the pineal gland.

E3.5.4 State the function of the adrenal glands, and identify their location.

E3.5.5 Identify the function of the gonads.

E3.5.6 Locate and explain the function of the thyroid gland.

E3.5.7 Name the location of the parathyroids, and outline the function.

E3.5.8 Locate and explain the function of the islets of Langerhans (pancreas).

CRITERION-REFERENCED MEASURE

C3.5 Major structures of the endocrine glands identified and functions stated on written test with 85% accuracy.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss endocrine secretions that have been duplicated synthetically (E3.5.1-E3.5.8).
2. Discuss how secretions are transported through the body (E3.5.2-E3.5.8).
3. Have students examine an anatomical chart or torso and locate the glands (E3.5.2-E3.5.8).
4. Explain the functions of each gland (E3.5.1-E3.5.8).
5. Discuss superhuman feats of strength during emergencies, the "fight or flight syndrome," and have students identify the hormone responsible (E3.5.4).

SELECTED TOOLS AND MATERIALS

Instructor-prepared test
Torso
Anatomical chart

SELECTED AUDIOVISUAL MATERIALS

Filmstrips: The Endocrine System. Prentice-Hall Media.

SELECTED REFERENCES

Being a Nursing Assistant, 4th ed., pp. 302-304. H.R.E.T.
Health Care Assistant, 4th ed. Caldwell and Hegner.
The Human Body in Health and Disease, 5th ed., pp. 290-296. Memmler and Wood.

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CONTENT/CONCEPT

3. UNDERSTANDING BODY SYSTEMS AND DISORDERS

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

3.6 Identify major disorders of the endocrine glands

COURSE

Nursing Assistant

3.6

PERFORMANCE OBJECTIVE

P3.6 Given class discussion, identify major disorders of the endocrine glands with 85% accuracy on a written test.

SELECTED ENABLING OBJECTIVES

E3.6.1 List the disorders of the thyroid.

E3.6.2 Define diabetes mellitus.

E3.6.3 Name common disorders of the parathyroids.

E3.6.4 Explain the effect on growth and associated changes by hypo- and hyper-functioning of the pituitary gland.

E3.6.5 Describe the effect of Addison's disease on the body.

E3.6.6 Match major disorders with the associated gland.

CRITERION-REFERENCED MEASURE

C3.6 Major disorders of the endocrine glands identified with 85% accuracy on a written test.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Provide students with a list of major disorders of the endocrine glands and discuss (E3.6.1-E3.6.6).

2. Discuss the care of a patient who is scheduled for a PBI test and BMR (E3.6.1).

3. Demonstrate the following (E3.6.2):
   a. test urine for acetone
   b. use testape
   c. use Clinitest.

4. Provide students with a list of symptoms for both hypo- and hyperglycemia (E3.6.4).

5. Review the effect of Addison's disease (E3.6.5).

SELECTED TOOLS AND MATERIALS

Clinitest kit
Testape
Instructor-prepared test

SELECTED AUDIOVISUAL MATERIALS

Filmstrip: Living with Diabetes. Trainex.

SELECTED REFERENCES

Body Structure and Functions, 6th ed. Ferris and Skelly.
Health Care Assistant, 4th ed. Caldwell and Hegner.
The Human Body in Health and Disease, 5th ed., pp. 288-297. Memmler and Wood.

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CONTENT/CONCEPT

3. UNDERSTANDING BODY SYSTEMS AND DISORDERS

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

3.7 Identify major organs and state the functions of the circulatory system

COURSE

Nursing Assistant

3.7

PERFORMANCE OBJECTIVE

P3.7 Given an anatomical illustration, identify the major organs of the circulatory system and state the function of each with 85% accuracy on a written test.

SELECTED ENABLING OBJECTIVES

E3.7.1 Explain the general function of the circulatory system.

E3.7.2 Outline the route of pulmonary circulation and general circulation.

E3.7.3 Identify the blood vessels and their specific functions: (a) veins, (b) arteries, and (c) capillaries.

E3.7.4 Identify the various structures of the heart and the mechanism to pump the blood.

E3.7.5 Explain the function of lymphatic vessels, lymph nodes, and the spleen.

E3.7.6 Describe the components of the blood and explain their characteristics.

CRITERION-REFERENCED MEASURE

C3.7 Organs and functions of the circulatory system identified and stated on a written test with 85% accuracy.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Explain the relationship of exercise to heart rate and the beneficial effects (E3.7.1, E3.7.2).
2. Discuss the different blood types. Have students research information on cross-matching and RH factor (E3.7.6).
3. Show filmstrip The Circulatory System, and discuss with class (E3.7.1-E3.7.6).
4. Have students view blood cells through a microscope (E3.7.6).

SELECTED TOOLS AND MATERIALS

Torso
Anatomical illustration
Microscope
Slide--blood sample
Instructor-prepared test

SELECTED AUDIOVISUAL MATERIALS

Filmstrips:	The Heart. The Brady Company.
	The Circulatory System. Trainex.
	Circulation. Prentice-Hall Media.
Pamphlets:	American Heart Association. Glen Allen, Virginia.

SELECTED REFERENCES

Health Care Assistant, 4th ed., pp. 208-210. Caldwell and Hegner.
The Human Body in Health and Disease, 5th ed., pp. 189-195, 205-218. Memmler and Wood.
Being a Nursing Assistant, 4th ed., pp. 209-212. H.R.E.T.

CONTENT/CONCEPT

3. UNDERSTANDING BODY SYSTEMS AND DISORDERS

TASK/COMPETENCY

3.8 Identify major disorders of the circulatory system

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PROGRAM

NURSE'S ASSISTANT (17.0602)

COURSE

Nursing Assistant

3.8

PERFORMANCE OBJECTIVE

P3.8 Given definitions of circulatory system disorders, identify the associated disorder for each defintion with 85% accuracy on a written test.

SELECTED ENABLING OBJECTIVES

E3.8.1 Explain the common disorders of the heart.

E3.8.2 Describe the disorders of the blood.

E3.8.3 Define arteriosclerosis, phlebites, varicose veins, cerebral hemorrhage, and aneurysms.

E3.8.4 Explain the differences in hypertension and hypotension.

CRITERION-REFERENCED MEASURE

C3.8 Major disorders of the circulatory system identified with 85% accuracy on a written test.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss the reasons for edema in congestive heart failure (E3.8.1).
2. Describe various emotional responses of the patient with a cardiac diagnosis (E3.8.1).
3. Show filmstrip and discuss (E3.8.1-E3.8.4).
4. Have students demonstrate care for a patient suffering from a cerebral vascular accident (E3.8.3).
5. Review safety factors related to disorders (E3.8.3).

SELECTED TOOLS AND MATERIALS

Instructor-prepared test

SELECTED AUDIOVISUAL MATERIALS

Filmstrips/Cassettes:	BP--Physiology of a Vital Sign, Program I. Trainex. An Introduction to Blood. Trainex. How Your Heart and Circulation Work. Trainex. Recovery From a Heart Attack. Trainex. The Body Against Disease. Career Aids, Inc. Circulations in the Human Body I and II. Career Aids, Inc.
Transparency:	Human Body. Career Aids, Inc.

SELECTED REFERENCES

Being a Nursing Assistant, 4th ed., p. 213. H.R.E.T.

The Human Body in Health and Disease, 5th ed., pp. 196-200, 218-222. Memmler and Wood.

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CONTENT/CONCEPT

3. UNDERSTANDING BODY SYSTEMS AND DISORDERS

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

3.9 Identify major structures and state the functions of the musculo-skeletal systems

COURSE

Nursing Assistant

3.9

PERFORMANCE OBJECTIVE

P3.9 Given an illustration of a skeletal model and an anatomical chart of muscles, identify major structures and state the functions of the musculo-skeletal systems with 85% accuracy on a written test.

SELECTED ENABLING OBJECTIVES

E3.9.1 State the main purpose of the skeletal bones.

E3.9.2 Describe the difference in the structure of bones.

E3.9.3 Explain the importance of calcium to bone growth.

E3.9.4 Identify the type of movement at the hip, knee, vertebrae, wrist, and cranium (adult and infant).

E3.9.5 State the function of muscles.

E3.9.6 Explain muscle tone and its importance to health.

E3.9.7 Describe the difference between flaccid and atrophied muscles.

E3.9.8 Locate the four types of muscle.

E3.9.9 State how muscle produces movement.

E3.9.10 Distinguish between tendons and ligaments.

CRITERION-REFERENCED MEASURE

C3.9 Major structures and functions of the musculo-skeletal systems identified and stated on a written test with 85% accuracy.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Show filmstrips on the skeletal and muscular systems and discuss (E3.9.1-E3.9.10).
2. Discuss good posture and have students demonstrate proper walking, standing, and sitting (E3.9.1).
3. Obtain a long bone from a butcher and have it cut lengthwise; label the parts of the bone. Have students view the bone and discuss their observations (E3.9.2).
4. Demonstrate three movements essential to a good massage (E3.9.6).
5. Describe four types of muscles and identify their locations (E3.9.4-E3.9.10).

SELECTED TOOLS AND MATERIALS

Instructor-prepared test
Skeleton model
Anatomical chart

SELECTED AUDIOVISUAL MATERIALS

Filmstrips:	The Muscular System. Prentice-Hall Media. The Skeletal System. Prentice-Hall Media. The Skeletal and Muscular Systems. Trainex. The Skeletal System-Unit 3. Career Aids, Inc. The Muscular System-Unit 4. Career Aids, Inc.
Transparencies:	Skeletal System. Human Body Transparencies. Career Aids, Inc. Bone Joints. Human Body Transparencies. Career Aids, Inc.

SELECTED REFERENCES

Being a Nursing Assistant, 4th ed., pp. 168-173. H.R.E.T.
The Human Body in Health and Disease, 5th ed., pp. 114-124. Memmler and Wood.

CONTENT/CONCEPT

3. UNDERSTANDING BODY SYSTEMS AND DISORDERS

TASK/COMPETENCY

3.10 Identify major disorders of the musculo-skeletal systems

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PROGRAM

NURSE'S ASSISTANT (17.0602)

COURSE

Nursing Assistant

3.10

PERFORMANCE OBJECTIVE

P3.10 Given definitions of musculo-skeletal systems disorders, identify the associated disorder for each definition with 85% accuracy on a written test.

SELECTED ENABLING OBJECTIVES

E3.10.1 List the four types of fractures.

E3.10.2 Explain the differences between osteoarthritis and rheumatoid arthritis.

E3.10.3 Define osteoporosis, and identify factors that contribute to it.

E3.10.4 Describe amputations.

E3.10.5 List the symptoms of and the factors that contribute to bursitis.

E3.10.6 Explain muscle trauma.

E3.10.7 Recite the characteristics of the common muscle disorders.

E3.10.8 Describe contractures.

CRITERION-REFERENCED MEASURE

C3.10 Major disorders of the musculo-skeletal systems identified with 85% accuracy on a written test.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss use of traction and describe nursing care (E3.10.1).
2. Visit a physiotherapy department to observe crutch walking, using a walker, parafin baths, and various methods of applying heat (E3.10.1-E3.10.4, E3.10.6).
3. Display various self-help devices used by the arthritic patient (E3.10.2).
4. Describe good body mechanics (E3.10.7).
5. Discuss importance of good body alignment (E3.10.6, E3.10.7).
6. Describe care of a patient in a cast (E3.10.1).
7. Discuss and demonstrate range-of-motion exercises (E3.10.8).
8. Provide students with a listing of common disorders of the muscles and have them research the cause and treatment (E3.10.5-E3.10.7)

SELECTED TOOLS AND MATERIALS

Instructor-prepared test

SELECTED AUDIOVISUAL MATERIALS

Filmstrips: Rheumatoid Arthritis--A Case Study. Trainex.
Degenerative Joint Disease--A Case Study. Trainex.
Care of Patient in a Cast. Trainex.
Care of Patient in Traction. Trainex.
Muscular Dystrophy. Trainex.
Positioning to Prevent Complications. Trainex.
Rheumatic Diseases of Children and Young Adults. Trainex.

SELECTED REFERENCES

Being a Nursing Assistant, 4th ed., p. 173 H.R.E.T.
The Human Body in Health and Disease, 5th ed., pp. 125-126. Memmler and Wood.
The Gray's Anatomy Coloring Book. Running Press.

CONTENT/CONCEPT

3. UNDERSTANDING BODY SYSTEMS AND DISORDERS

TASK/COMPETENCY

3.11 Identify structures and state the functions of the major digestive organs, including the oral cavity

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PROGRAM

NURSE'S ASSISTANT (17.0602)

COURSE

Nursing Assistant

3.11

PERFORMANCE OBJECTIVE

P3.11 Given an anatomical drawing, identify structures and state the functions of the major digestive organs, including the oral cavity, on a written test with 85% accuracy.

SELECTED ENABLING OBJECTIVES

E3.11.1 Name the parts of the oral cavity that aid digestion.

E3.11.2 Define peristalsis.

E3.11.3 Outline what happens to food in the esophagus, small intestines, and large intestines.

E3.11.4 Explain the functions of the pancreas, liver, and gallbladder.

E3.11.5 Describe the action of gastric acid.

CRITERION-REFERENCED MEASURE

C3.11 Identification of the structures and statements of the functions of the major digestive organs given on a written test with 85% accuracy.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss the importance of chewing food properly (E3.11.1).
2. Have students research the necessity of adequate fluid intake for proper digestion (E3.11.2).
3. Describe foods that aid elimination (E3.11.2, E3.11.3).
4. Discuss the effect of enzymes related to digestion (E3.11.4, E3.11.5).

SELECTED TOOLS AND MATERIALS

Instructor-prepared test

SELECTED AUDIOVISUAL MATERIALS

Filmstrips: Physiology of the Upper Gastrointestinal Tract. Trainex.
Physiology of the Lower Gastrointestinal Tract. Trainex.
Bowel Elimination. Trainex.
The Gastro-Intestinal Tract. Prentice-Hall Media.

SELECTED REFERENCES

Being a Nursing Assistant, 4th ed., pp. 240-242. H.R.E.T.
The Human Body in Health and Disease, 5th ed., pp. 252-257; 258-263; 265, 266. Memmler and Wood.
Oral Health Care in the Long Term Care Facility, p. 10. ADA.
The Gray's Anatomy Coloring Book. Running Press.

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CONTENT/CONCEPT

3. UNDERSTANDING BODY SYSTEMS AND DISORDERS

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

3.12 Identify major disorders of the digestive system

COURSE

Nursing Assistant

3.12

PERFORMANCE OBJECTIVE

P3.12 Given a list of definitions of major disorders of the digestive system, identify the associated disorder for each definition with 85% accuracy on a written test.

SELECTED ENABLING OBJECTIVES

E3.12.1 Relate the effect of loss of teeth to dietary requirements and digestion.

E3.12.2 Identify gastritis and peptic ulcers.

E3.12.3 Describe how gallstones form and the common digestive symptoms.

E3.12.4 List the characteristics of hepatitis.

E3.12.5 Describe the symptoms and treatment of diarrhea and constipation.

E3.12.6 Explain appendicitis.

E3.12.7 Identify the surgical and nonsurgical treatment of hernia.

E3.12.8 List the common disorders of the large intestines.

E3.12.9 Name common malignancies related to the digestive system.

CRITERION-REFERENCED MEASURE

C3.12 Major disorders of the digestive system identified on a written test with 85% accuracy.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss alternative feeding methods such as gavage (E3.12.1).
2. Invite a dentist to class to describe the importance of good dental hygiene (E3.12.1).
3. Assign to each student a particular disorder of the digestive system, such as gallstones, peptic ulcers, and hepatitis. Have each student present an oral report to the class on each disorder (E3.12.2-E3.12.9).
4. Discuss causative factors of constipation and relate these to hospitalization--i.e., bedpans, loss of privacy, change of diet (E3.12.5).
5. Invite a guest speaker from an "Ostomy Club" to discuss the reason for a colostomy and the general care provided (E3.12.9).

SELECTED TOOLS AND MATERIALS

Stool specimen kit
Enema tray
Colostomy set
Instructor-prepared test

SELECTED AUDIOVISUAL MATERIALS

Filmstrips: Oral Hygiene. Trainex.
Colostomy Care. Trainex.
Disease of the Gallbladder and Biliary System. Trainex.
Cleansing Enema. Trainex.

SELECTED REFERENCES

Being a Nursing Assistant, 4th ed., p. 243. H.R.E.T.
Foundations of Patient Care, pp. 155-168. Schwartz and Potter.
The Human Body in Health and Disease, 5th ed., pp. 257, 263-265, 267. Memmler and Wood.

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CONTENT/CONCEPT

3. UNDERSTANDING BODY SYSTEMS AND DISORDERS

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

3.13 Identify major disorders of the oral cavity

COURSE

Nursing Assistant

3.13

PERFORMANCE OBJECTIVE

P3.13 Given a list of definitions of major disorders of the oral cavity, identify the associated disorders for each definition with 85% accuracy on a written test.

SELECTED ENABLING OBJECTIVES

E3.13.1 List the parts of the oral cavity.

E3.13.2 Name diseases affecting the oral cavity.

E3.13.3 Identify factors which contribute to disorders of the oral cavity.

E3.13.4 Match major disorders with the part (s) of the oral cavity each affects.

E3.14.5 List the nature and function of enzymes present in the oral cavity.

CRITERION-REFERENCED MEASURE

C3.14 Major disorders of the oral cavity identified on a written test with 85% accuracy.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Have students prepare a diagram and label each part of the oral cavity (E3.13.1).
2. Discuss the common disorders of the oral cavity and factors that contribute to them (E3.13.3).
3. Borrow a dentist's model of the oral cavity and have students examine its parts (E3.13.1).
4. Have students study dental charts showing progress of major disorders of the oral cavity (E3.13.1-E3.13.4).
5. Distribute list of enzymes present in the oral cavity (E3.13.5)..

SELECTED TOOLS AND MATERIALS

Instructor-prepared test

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Oral Health Care in the Long Term Care Facility, pp. 14-15. ADA.

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CONTENT/CONCEPT

3. UNDERSTANDING BODY SYSTEMS AND DISORDERS

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

3.14 Identify structures and state the functions of the major organs of the reproductive system

COURSE

Nursing Assistant

3.14

PERFORMANCE OBJECTIVE

P3.14 Given an anatomical drawing, identify structures and state the functions of the major organs of the reproductive system on a written test with 85% accuracy.

SELECTED ENABLING OBJECTIVES

E3.14.1 Identify the organs of the female reproductive system.

E3.14.2 Identify the organs of the male reproductive system.

E3.14.3 Diagram the menstrual cycle.

E3.14.4 List the characteristics of menopause.

E3.14.5 List the stages of fetal development.

CRITERION-REFERENCED MEASURE

C3.14 Structures identified and functions stated of the major organs of the reproductive system with 85% accuracy on a written test.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Show the filmstrip The Human Reproductive System, and discuss with class (E3.14.1, E3.14.2).
2. Discuss the importance of good prenatal care (E3.14.5).
3. Discuss diagnostic tests for pregnancy (E3.14.5).
4. Invite a gynecologist to speak to class about the female reproductive system (E3.14.1)
5. Have students draw a chart or circle, labeling the stages of the menstrual cycle (E3.14.3).
6. Explain the characteristics of menopause (E3.14.4).

SELECTED TOOLS AND MATERIALS

Instructor-prepared test

SELECTED AUDIOVISUAL MATERIALS

Filmstrips:
The Human Reproductive System. Trainex.
Fetal Development. Trainex.
Male and Female Reproductive Systems. Prentice-Hall Media.

SELECTED REFERENCES

Being a Nursing Assistant, 4th ed., pp. 314-316. H.R.E.T.
The Human Body in Health and Disease, 5th ed., pp. 301-302, 304-307. Memmler and Wood.

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CONTENT/CONCEPT

3. UNDERSTANDING BODY SYSTEMS AND DISORDERS

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

3.15 Identify major disorders of the reproductive system

COURSE

Nursing Assistant

3.15

PERFORMANCE OBJECTIVE

P3.15 Given a written test listing the definitions of common disorders of the reproductive system, identify each disorder with 85% accuracy.

SELECTED ENABLING OBJECTIVES

E3.15.1 Describe abnormal sexual development in males and females.

E3.15.2 List the major causes of female and male sterility

E3.15.3 List the common disorders of the uterus, fallopian tubes, and ovaries.

E3.15.4 Differentiate among three treatments for breast tumors.

E3.15.5 Identify disorders of the penis, scrotum, and prostate gland.

E3.15.6 Explain the cause and effect of venereal diseases.

CRITERION-REFERENCED MEASURE

C3.15 Major disorders of the reproductive system identified on a written test with 85% accuracy.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss functions of the ovaries and testes (E3.15.1-E3.15.3).
2. Discuss the purpose of the papanicolaou (PAP) test (E3.15.3).
3. Describe exercises recommended for mastectomy patients (E3.15.4).
4. Invite a speaker from the American Cancer Society to discuss malignancy of the reproductive system (E3.15.3-E3.15.5).
5. Invite a speaker from the local health department to discuss vernereal diseases (E3.14.6).
6. Show and discuss related filmstrips (E3.15.1-E3.15.6).

SELECTED TOOLS AND MATERIALS

Pamphlets from the American Cancer Society
Instructor-prepared test

SELECTED AUDIOVISUAL MATERIALS

Filmstrips: Breast Cancer and Mastectomy. Trainex.
Uterine Malignancy. Trainex.
Cancer of the Prostate. Trainex.
Venereal Disease. Trainex.
Complications of Pregnancy. Trainex.
Abnormal Sexual Development. Trainex.

SELECTED REFERENCES

Being a Nursing Assistant, 4th ed., p. 317. H.R.E.T.
Health Care Assistant, 4th ed. Caldwell and Hegner.
The Human Body in Health and Disease, 5th ed., pp. 303, 308, 317. Memmler and Wood.

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CONTENT/CONCEPT

3. UNDERSTANDING BODY SYSTEMS AND DISORDERS

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

3.16 Identify major structures and state the functions of the urinary system

COURSE

Nursing Assistant

3.16

PERFORMANCE OBJECTIVE

P3.16 Given an anatomical illustration, identify the major structures of the urinary system and state their functions with 85% accuracy on a written test.

SELECTED ENABLING OBJECTIVES

E3.16.1 Locate the organs of the urinary system.

E3.16.2 Explain the functions of the organs.

E3.16.3 Explain how the kidneys perform their functions.

E3.16.4 List the characteristics of normal urine.

CRITERION-REFERENCED MEASURE

C3.16 Urinary system major structures identified and functions stated on a written test with 85% accuracy.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Obtain a model of kidneys, ureters, and bladder and explain the function of each organ (E3.16.1-E3.16.3).
2. Discuss importance of an adequate fluid intake and output (E3.16.2).
3. Obtain a urine specimen and demonstrate how to check for color and specific gravity (E3.16.4).

SELECTED TOOLS AND MATERIALS

Model of urinary system
Instructor-prepared test

SELECTED AUDIOVISUAL MATERIALS

Filmstrips: Anatomy of the Kidneys, Ureters, and Bladder. Trainex.
Physiology of the Kidney. Trainex.

SELECTED REFERENCES

Being a Nursing Assistant, 4th ed., pp. 272-273. H.R.E.T.
Foundations of Patient Care, pp. 195-199. Schwartz and Potter.
The Human Body in Health and Disease, 5th ed., pp. 271-280. Memmler and Wood.

CONTENT/CONCEPT

3. UNDERSTANDING BODY SYSTEMS AND DISORDERS

TASK/COMPETENCY

3.17 Identify major disorders of the urinary system

----------------Application--------------

PROGRAM

NURSE'S ASSISTANT (17.0602)

COURSE

Nursing Assistant

3.17

PERFORMANCE OBJECTIVE

P3.17 Given a list of definitions of major disorders of the urinary system, identify the associated disorder for each definition on a written test with 85% accuracy.

SELECTED ENABLING OBJECTIVES

E3.17.1 Describe common disorders of the urinary system. Include: 1) cystitis-bladder spasms, 2) nephritis, 3) renal calculi, 4) hydronephrosis, 5) prolapse of bladder, and 6) tumors.

E3.17.2 Explain methods of urinary drainage, including: 1) straight (routine), 2) Foley, and 3) Texas special (condom).

CRITERION-REFERENCED MEASURE

C3.17 Major disorders of the urinary system identified on a written test with 85% accuracy.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss importance of increasing fluid intake if physician orders change (E3.17.1).

2. Outline procedure for collection of specimens, including routine urinalysis, clean catch, and 24-hour specimen (E3.17.2).

3. Have students practice specified procedures (E3.17.2):
    a. perineal care of patients with catheters
    b. empty and measure catheter drainage
    c. proper position of drainage tubing for bed and ambulatory patient.

SELECTED TOOLS AND MATERIALS

Closed drainage system
Urine specimen kits
Instructor-prepared test

SELECTED AUDIOVISUAL MATERIALS

Filmstrips:	Intake and Output. Trainex.
	Closed Urinary Drainage System. Trainex.
	Collecting Urine Specimens. Trainex.
	Urinary Care. Trainex.
	Bowel and Bladder Training. Trainex.

SELECTED REFERENCES

Being a Nursing Assistant, 4th ed., pp. 273-274. H.R.E.T.
Foundations of Patient Care, pp. 200-208. Schwartz and Potter.
The Human Body in Health and Disease, 5th ed., pp. 281-284. Memmler and Wood.

CONTENT/CONCEPT

3. UNDERSTANDING BODY SYSTEMS AND DISORDERS

TASK/COMPETENCY

3.18 Identify major structures and state the functions of the respiratory system

----------------Application--------------

PROGRAM

NURSE'S ASSISTANT (17.0602)

COURSE

Nursing Assistant

3.18

PERFORMANCE OBJECTIVE

P3.18 Given an anatomical illustration, identify major structures and state the functions of the respiratory system with 85% accuracy on a written test.

SELECTED ENABLING OBJECTIVES

E3.18.1 Locate the organs associated with breathing.

E3.18.2 Explain the function of the respiratory organs.

E3.18.3 Describe the mechanism of breathing.

CRITERION-REFERENCED MEASURE

C3.18 Major structures of the respiratory system identified and functions stated on a written test with 85% accuracy.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss physiology of breathing (E3.18.1.).
2. Explain inspiration and expiration and the exchange of gases (E3.18.2).
3. Discuss the effects of posture, mouth, and deep breathing (E3.18.3).
4. Obtain a specimen of a chicken lung for class to examine (E3.18.1).

SELECTED TOOLS AND MATERIALS

Instructor-prepared test

SELECTED AUDIOVISUAL MATERIALS

Filmstrips:	Physiology of Respiration. Trainex. Respiratory System. The Brady Company.

SELECTED REFERENCES

Being a Nursing Assistant, 4th ed., pp. 213-214. H.R.E.T.
Foundations of Patient Care, pp. 125-131. Schwartz and Potter.
The Human Body in Health and Disease, 5th ed., pp. 235-242. Memmler and Wood.

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CONTENT/CONCEPT

3. UNDERSTANDING BODY SYSTEMS AND DISORDERS

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

3.19 Identify the major disorders of the respiratory system

COURSE

Nursing Assistant

3.19

PERFORMANCE OBJECTIVE

P3.19 Given a list of definitions of common disorders of the respiratory system, identify the disorder associated with each definition with 85% accuracy on a written test.

SELECTED ENABLING OBJECTIVES

E3.19.1 List the symptoms of asthma, dyspnea, and emphysema.

E3.19.2 Describe upper respiratory infections (U.R.I.) and the effects on the function of the respiratory system.

E3.19.3 Explain the current treatment of tuberculosis.

E3.19.4 Describe cancer of the respiratory system.

E3.19.5 Identify methods of oxygen inhalation and inhalation therapy. Include safety procedures.

CRITERION-REFERENCED MEASURE

C3.19 Major disorders of the respiratory system identified on a written test with 85% accuracy.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss techniques of oxygen administration (E3.19.5).
2. Review with class four safety measures for oxygen therapy (E3.19.5).
3. Describe proper positioning of patient who is dyspneic (E3.19.2).
4. Obtain samples of x-rays for class viewing (E3.19.2, E3.19.4).
5. Invite a speaker from the Virginia Lung Association (E3.19.1).
6. Assign a report on "Black Lung" disease (E3.19.2).
7. Have students collect a sputum specimen (E3.19.2).
8. Invite an inhalation therapist as a guest speaker (E3.19.5).
9. Have students research current procedures for treating tuberculosis (E3.19.3).

SELECTED TOOLS AND MATERIALS

Sputum kit
Chest x-rays
Instructor-prepared test

SELECTED AUDIOVISUAL MATERIALS

Filmstrip: Pathophysiology and Therapy. Trainex.

SELECTED REFERENCES

Being a Nursing Assistant, 4th ed., p. 214. H.R.E.T.
Foundations of Patient Care, pp. 128-131. Schwartz and Potter.
Health Care Assistant, 4th ed. Caldwell and Hegner.
The Human Body in Health and Disease, 5th ed., pp. 243-249. Memmler and Wood.

CONTENT/CONCEPT

3. UNDERSTANDING BODY SYSTEMS AND DISORDERS

TASK/COMPETENCY

3.20 Identify major structures and state the functions of the nervous system

----------------Application--------------

PROGRAM

NURSE'S ASSISTANT (17.0602)

COURSE

Nursing Assistant

3.20

PERFORMANCE OBJECTIVE

P3.20 Given an anatomical illustration, identify major structures and state the functions of the main organs of the nervous system with 85% accuracy on a written test.

SELECTED ENABLING OBJECTIVES

E3.20.1. Explain the function of the brain, and describe the parts.

E3.20.2 Identify the spinal cord, and explain the function.

E3.20.3 List the characteristics of the nerve cells.

E3.20.4 Outline the functions of the sympathetic and parasympathetic nervous systems.

CRITERION-REFERENCED MEASURE

C3.20 Major structures identified and functions of the organs of the nervous system stated with 85% accuracy on a written test.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Have students demonstrate examples of reflex actions (E3.20.4).
2. Review the flight/fight reaction (E3.20.4).
3. Arrange for students to observe a cerebrospinal puncture and discuss normal and abnormal characteristics of spinal fluid (E3.20.2).
4. Obtain a pork or beef brain and have students observe characteristics (E3.20.1).
5. Provide students with an illustration of a nerve cell and discuss characteristics and functions (E3.20.3).

SELECTED TOOLS AND MATERIALS

Instructor-prepared test
Pork or beef brain

SELECTED AUDIOVISUAL MATERIALS

Filmstrips: The Nervous System. Trainex.
Physical Assessment: The Nervous System. Trainex.

SELECTED REFERENCES

Being a Nursing Assistant, 4th ed., pp. 321-324. H.R.E.T.
Foundations of Patient Care, pp. 169-181. Schwartz and Potter.
The Human Body in Health and Disease, 5th ed., pp. 127-136; 139-145; 146-147. Memmler and Wood.

CONTENT/CONCEPT

3. UNDERSTANDING BODY SYSTEMS AND DISORDERS

TASK/COMPETENCY

3.21 Identify major disorders of the nervous system, including Alzheimer's Disease and other dementias

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PROGRAM

NURSE'S ASSISTANT (17.0602)

COURSE

Nursing Assistant

3.21

PERFORMANCE OBJECTIVE

P3.21 Given a written test which includes a list of definitions of common disorders of the nervous system, including Alzheimer's Disease and other dementias, identify the disorder associated with each definition with 85% accuracy.

SELECTED ENABLING OBJECTIVES

E3.21.1 Describe head and spinal cord injuries.

E3.21.2 Define cerebral palsy, meningitis, poliomyelitis, encephalitis, epilepsy, shingles, neuritis, sciatica, herniated disc, MS, and AIDS.

E3.21.3 Describe Alzheimer's Disease and other dementias and how they affect the elderly and their families.

E3.21.4 Define respite care in Virginia.

CRITERION-REFERENCED MEASURE

C3.21 Major disorders of the nervous system identified on a written test with 85% accuracy.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss the terms quadraplegia, hemiplegia, paraplegia (E 3.21.1).
2. Describe the different types of seizures and the safety precautions associated with each (E 3.21.2).
3. Discuss how to observe for complications due to head and spinal cord injuries (E 3.21.2).
4. Have students research treatment of polio prior to the discovery of vaccines (E 3.21.2).
5. Let students simulate being a paraplegic by having them ride in a wheel chair with legs tied together and use the stall for the handicapped in the bathroom (E 3.21.1).

SELECTED TOOLS AND MATERIALS

Instructor-prepared test

SELECTED AUDIOVISUAL MATERIALS

Filmstrips:	Neurologicial System. Trainex. Pathophysiology and Therapy. Trainex.

SELECTED REFERENCES

Being a Nursing Assistant, 4th ed., pp. 321-326 H.R.E.T.
Foundations of Patient Care, pp. 169-181. Schwartz and Potter.
Health Care Assistant, 4th ed. Caldwell and Hegner.
The Human Body in Health and Disease, 5th ed., pp. 136-139, 145, 146, 148. Memmler and Wood.
The Nurse Assistant in Long Term Care, 3rd ed. Fasano.

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CONTENT/CONCEPT

3. UNDERSTANDING BODY SYSTEMS AND DISORDERS

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

3.22 Identify the five senses and state their functions

COURSE

Nursing Assistant

3.22

PERFORMANCE OBJECTIVE

P3.22 Given an anatomical illustration, identify the five sensory organs and state their functions with 85% accuracy on a written test.

SELECTED ENABLING OBJECTIVES

E3.22.1 Identify the five senses.

E3.22.2 Identify the sensory organs.

E3.22.3 Describe the function of each sensory organ.

CRITERION-REFERENCED MEASURE

C3.22 Five sensory organs identified and their functions stated on a written test with 85% accuracy.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Demonstrate use of the Snellen eye chart (E3.22.2).
2. Demonstrate the use of the otoscope and tuning fork (E3.22.2).
3. Discuss the relationship of decreased smell to the sense of taste (E3.22.3).
4. Explain how the sense of touch is related to the environment (E3.22.1-E3.22.3).

SELECTED TOOLS AND MATERIALS

Otoscope
Snellen eye chart
Opthalmoscope

SELECTED AUDIOVISUAL MATERIALS

Filmstrip: Special Senses. The Brady Company.

SELECTED REFERENCES

Being a Nursing Assistant, 4th ed., p. 324. H.R.E.T.
Foundations of Patient Care, pp. 182-189. Schwartz and Potter.
Health Care Assistant, 4th ed. Caldwell and Hegner.
The Human Body in Health and Disease, 5th ed., pp. 164-167. Memmler and Wood.
The Gray's Anatomy Coloring Book. Running Press.

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CONTENT/CONCEPT

3. UNDERSTANDING BODY SYSTEMS AND DISORDERS

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

3.23 Label major parts of the eye and ear and state their functions

COURSE

Nursing Assistant

3.23

PERFORMANCE OBJECTIVE

P3.23 Given an anatomical illustration, label the major parts of the eye and ear and state the function of each with 85% accuracy on a written test.

SELECTED ENABLING OBJECTIVES

E3.23.1 Identify the major parts of the eye.

E3.23.2 Explain the function of the major parts of the eye.

E3.23.3 Identify the major parts of the ear.

E3.23.4 Explain the function of the major parts of the ear.

CRITERION-REFERENCED MEASURE

C3.23 Major parts of the eye and ear labeled and their functions stated with 85% accuracy on a written test.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Explain and label major parts of the eye (E3.23.1).
2. Demonstrate an eye examination and explain the function of the major parts. Include sclera, lashes, lids, iris, and conjunctiva (E3.23.2).
3. Explain and label major parts of the ear (E3.23.3).
4. Demonstrate an ear examination and explain the function of the major parts (E3.23.4).

SELECTED TOOLS AND MATERIALS

Model of eye and ear
Snellen eye chart
Instructor-prepared test

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Being a Nursing Assistant, 4th ed., p. 325. H.R.E.T.
Foundations of Patient Care, pp. 182-189. Schwartz and Potter.
The Human Body in Health and Disease, 5th ed., pp. 152-157, 160-162. Memmler and Wood.
The Gray's Anatomy Coloring Book. Running Press.

CONTENT/CONCEPT

3. UNDERSTANDING BODY SYSTEMS AND DISORDERS

TASK/COMPETENCY

3.24 Identify major disorders of the eye, ear, and other sensory organs

----------------Application--------------

PROGRAM

NURSE'S ASSISTANT (17.0602)

COURSE

Nursing Assistant

3.24

PERFORMANCE OBJECTIVE

P3.24 Given a written test, identify major disorders of the eye, ear, and other sensory organs with 85% accuracy.

SELECTED ENABLING OBJECTIVES

E3.24.1 Describe the common disorders of the eye.

E3.24.2 Describe the common disorders of the ear.

E3.24.3 List the common causes of decreased smell.

E3.24.4 Explain the causes for decreased taste.

E3.24.5 Identify the causes for loss of tactile sense.

CRITERION-REFERENCED MEASURE

C3.24 Major disorders of the eye, ear, and other sensory organs identified on a written test with 85% accuracy.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss the nursing care of a cataract patient (E 3.24.1).
2. Discuss emergency eye and ear care (E 3.24.1).
3. Discuss the relationship of olfactory changes and the effects on the sense of taste (E 3.24.4).
4. Invite a guest speaker from the Virginia Division of the Visually Handicapped (E 3.24.1).
5. Demonstrate methods of communication for the blind and hearing impaired--i.e. sign language, talking book library, gate training, Braille (E 3.24.1, E 3.24.2).
6. Invite a guest speaker from the Hearing Clinic (E 3.24.2).
7. Discuss the causes of loss of the tactile sense (E 3.24.5).
8. Assign reading and review with students the various causes of decreased taste. Have students discuss preventative measures (E 3.24.4).
9. Let student simulate what it's like to be blind by tying a blindfold over the eyes and walking around the school accompanied by another student (E 3.24.1).

SELECTED TOOLS AND MATERIALS

Instructor-prepared test
Pamphlets from specific volunteer agencies
Model of eye
Model of ear
Hearing aid

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Foundations of Patient Care, pp. 186-194. Schwartz and Potter.
The Human Body in Health and Disease, 5th ed., pp. 157-160, 162-163. Memmler and Wood.

CONTENT/CONCEPT

3. UNDERSTANDING BODY SYSTEMS AND DISORDERS

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

3.25 Identify major structures and state the functions of the integumentary system

COURSE

Nursing Assistant

3.25

PERFORMANCE OBJECTIVE

P3.25 Given an illustrated chart, identify the major structures and state the functions of the integumentary system with 85% accuracy on a written test.

SELECTED ENABLING OBJECTIVES

E3.25.1 Name the five organs of the integumentary system.

E3.25.2 Describe the functions of the organs of the integumentary system.

CRITERION-REFERENCED MEASURE

C3.25 Major structures of the integumentary system identified and the functions stated on a written test with 85% accuracy.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Provide students with a diagram and have them locate the five organs (E 3.25.1).
2. Discuss why the skin is considered one of the organs of excretion (E 3.25.2).
3. Discuss the reasons for perspiring (E 3.25.2).
4. Describe the precautions in nail trimming (E 3.25.2).
5. Review with class the correct temperature for baths and applications to the skin (E 3.25.2).
6. Have students trim their own nails or nails of fellow students (E 3.25.2).

SELECTED TOOLS AND MATERIALS

Instructor-prepared test

SELECTED AUDIOVISUAL MATERIALS

Filmstrip: Physical Assessment of Skin and Extremities. Trainex.

SELECTED REFERENCES

Being a Nursing Assistant, 4th ed., pp. 199-201. H.R.E.T.
Foundations of Patient Care, pp. 96-101. Schwartz and Potter.
Health Care Assistant, 4th ed. Caldwell and Hegner.
The Human Body in Health and Disease, 5th ed., pp. 81-88. Memmler and Wood.

----------------Application--------------

CONTENT/CONCEPT

3. UNDERSTANDING BODY SYSTEMS AND DISORDERS

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

3.26 Identify major disorders of the integumentary system

COURSE

Nursing Assistant

3.26

PERFORMANCE OBJECTIVE

P3.26 Given a list of definitions of common disorders of the integumentary system, identify the disorder associated with each definition with 85% accuracy on a written test.

SELECTED ENABLING OBJECTIVES

E3.26.1 List common dermatological disorders.

E3.26.2 Outline treatment of burns.

E3.26.3 Describe causes and treatment of decubitus ulcers.

E3.26.4 Differentiate between hyper- and hypothermia.

E3.26.5 Explain disorders of the accessory organs.

CRITERION-REFERENCED MEASURE

C3.26 Major disorders of the integumentary system identified on a written test with 85% accuracy.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Describe the various emolient baths (E 3.26.1).
2. Demonstrate the methods to relieve pressure over bony prominences (E 3.26.3).
3. Describe the differences between pallor and redness and the cause of each (E 3.26.3, E 3.26.4).
4. Show The Prevention and Treatment of Decubiti, and discuss with class (E 3.26.3).
5. Discuss local application of heat and cold (E 3.26.4).
6. Arrange for students to tour a burn center of a local health care facility (E 3.26.2).
7. Discuss the accessory organs and describe typical disorders (E 3.26.5).

SELECTED TOOLS AND MATERIALS

Sheep skin or synthetic skin
Heel and elbow pads
Instructor-prepared test

SELECTED AUDIOVISUAL MATERIALS

Filmstrips:	The Prevention and Treatment of Decubiti. Trainex. Local Applications of Heat and Cold. Trainex.

SELECTED REFERENCES

Being a Nursing Assistant, 4th ed., pp. 201-208. H.R.E.T.
Health Care Assistant, 4th ed. Caldwell and Hegner.
The Human Body in Health and Disease, 5th ed., pp. 81-88. Memmler and Wood.

----------------Application--------------

CONTENT/CONCEPT

3. UNDERSTANDING BODY SYSTEMS AND DISORDERS

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

3.27 Describe the major stages of growth and development

COURSE

Nursing Assistant

3.27

PERFORMANCE OBJECTIVE

P3.27 Given class discussions and related activities, describe the major stages of growth and development with 85% accuracy on a written test.

SELECTED ENABLING OBJECTIVES

E3.27.1 List characteristics of the growth process from birth to age 6.

E3.27.2 Describe the growth process from 6 to age 12.

E3.27.3 Identify the special growth process occuring during adolesence.

E3.27.4 Identify the changes that occur during the middle years.

E3.27.5 Explain the changes that occur during the elder years.

CRITERION-REFERENCED MEASURE

C3.27 Major stages of growth and development described on a written test with 85% accuracy.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Have students prepare posters which illustrate the growth process (E 3.27.1).
2. Develop a list of activities of children ages 6-12 (E 3.27.2).
3. Discuss the adolescent period (E 3.27.3).
4. Appoint a student panel to interview parents concerning changes which occur during middle age and present findings to class (E 3.27.4).
5. Invite a panel of elderly people to discuss lifestyle, fears, and hopes (E 3.27.5).

SELECTED TOOLS AND MATERIALS

Poster materials
Instructor-prepared test

SELECTED AUDIOVISUAL MATERIALS

Filmstrips/Cassettes:	The New Me: Accepting Body Changes (Part I--"Boy Into Man"; Part III--"Girl Into Woman"). Sunburst Communications.
	Feelings Grow, Too (Part I--"You and Yourself"; Part II--"You and Others"). Sunburst Communications.

SELECTED REFERENCES

Foundations of Patient Care, p. 227. Schwartz and Potter.

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CONTENT/CONCEPT

3. UNDERSTANDING BODY SYSTEMS AND DISORDERS

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

3.28 Describe the effects of the normal aging process on major body systems

COURSE

Nursing Assistant

3.28

PERFORMANCE OBJECTIVE

P3.27 Given resources, background information, and classroom discussion, describe with 85% accuracy on a written test the effects of aging on the following body systems: endocrine, circulatory, musculo-skeletal, digestive, reproductive, urinary, respiratory, nervous, five senses, and integumentary.

SELECTED ENABLING OBJECTIVES

E3.28.1 Explain changes in the endocrine glands caused by aging.
E3.28.2 Explain changes in the circulatory system caused by aging.
E3.28.3 Explain changes in the musculo-skeletal system caused by aging.
E3.28.4 Explain changes in the digestive system caused by aging.
E3.28.5 Explain changes in the reproductive system caused by aging.
E3.28.6 Explain changes in the urinary system caused by aging.
E3.28.7 Explain changes in the respiratory system caused by aging.
E3.28.8 Explain changes in the nervous system caused by aging.
E3.28.9 Explain changes in the five senses caused by aging.
E3.28.10 Explain changes in the integumentary system caused by aging.

CRITERION-REFERENCED MEASURE

C3.28 Effects of aging on major body systems described on a written test with 85% accuracy.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Invite a healthy older person to the class to discuss the effects of aging on the body systems (E3.28.1-E3.28.10).
2. Demonstrate posture and body alignment (E3.28.3).
3. Have students identify desirable physical activities for the aged (E3.28.2, E3.28.3, E3.28.7, E3.28.8).
4. Discuss the psychological aspects of loss of bowel and bladder control (E3.28.4).
5. Discuss the changes in daily living that occur as a result of slower reaction time (E3.28.9).
6. Have students simulate loss of vision by having students bring sunglasses and then rubbing vaseline on the lens (E3.28.9).
7. Have students simulate loss of hearing by placing cotton in their ears (E3.28.9).

SELECTED TOOLS AND MATERIALS

Instructor-prepared test

SELECTED AUDIOVISUAL MATERIALS

Filmstrips: Physiology of Aging. Trainex.
Physiology of Aging--Changes in Function and Capacity. Trainex.
Physiology of Aging--Physical Appearance and Special Senses. Trainex.
Transfer Activities and Ambulation. Trainex.
Positioning to Prevent Complications. Trainex.
Range-of-Motion Exercises to Prevent Contractures. Trainex.

SELECTED REFERENCES

How to Be a Nurse Aide in a Nursing Home. American Health Care Association.
The Nurse Assistant in Long Term Care, 3rd ed. Fasano.
Geriatrics: A Study in Maturity, 4th ed. Caldwell and Hegner.
The Human Body in Health and Disease, 5th ed., pp. 281-286. Memmler and Wood.
Being a Nursing Assistant, 4th ed., pp. 410-418. H.R.E.T.

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CONTENT/CONCEPT

3. UNDERSTANDING BODY SYSTEMS AND DISORDERS

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

3.29 Identify psycho-social problems associated with the elderly

COURSE

Nursing Assistant

3.29

PERFORMANCE OBJECTIVE

P3.29 Given a list of resolutions to psycho-social needs, identify the psycho-social problems associated with the elderly by matching the problem with the resolution on a written test with 85% accuracy.

SELECTED ENABLING OBJECTIVES

E3.29.1 Define psycho-social.

E7.29.2 Describe the basic social, spiritual, and emotional needs of the elderly.

E3.29.3 List the barriers in the home and institution which do not allow the needs to be met.

E3.29.4 List the five basic human needs as described by Maslow.

E3.29.5 Describe psycho-social problems of patients with Alzheimer's Disease and other dementias and the impact on their familes.

CRITERION-REFERENCED MEASURE

C3.29 Psycho-social problems associated with the elderly identified on a written test with 85% accuracy.

SELECTED INSTRUCTIONAL ACTIVITIES

1. List and define terminology related to psycho-social problems of the elderly (E 3.29.1).
2. Provide students with a copy of institution regulations from a facility such as a nursing home. Have students identify the possible reasons for the regulations and the effect on freedom of choice of the patients (E 3.29.1).
3. Discuss Maslow's hierarchy of needs (E 3.29.4).
4. Have students develop a care plan for an introverted patient to encourage involvement and interest (E 3.29.1).
5. Describe methods used to integrate personal belongings of the elderly patient into institutional life (E 3.29.1, E 3.29.2).
6. Arrange for students to visit an institution which provides care for the elderly (E 3.29.1, E 3.29.2).
7. Discuss possible causes of anger and aggressiveness in the elderly and methods to resolve the problems (E 3.29.2).

SELECTED TOOLS AND MATERIALS

Instructor-prepared test

SELECTED AUDIOVISUAL MATERIALS

Film: Peege. Virginia Commonwealth University.

Filmstrip: Socio-Psychological Series. Trainex.

SELECTED REFERENCES

Being a Long-Term Care Nursing Assistant, pp. 57-58. Will and Eighmy.
Geriatrics: A Study of Maturity, 4th ed., pp. 7-19. Caldwell and Hegner.
How to be a Nurse Aide in a Nursing Home. American Health Care Associaiton.
The Nurse Assistant in Long Term Care, 3rd ed., Fasano.

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CONTENT/CONCEPT

3. UNDERSTANDING BODY SYSTEMS AND DISORDERS

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

3.30 Identify needs related to death and dying

COURSE

Nursing Assistant

3.30

PERFORMANCE OBJECTIVE

P3.30 Given a listing of the stages of death, identify needs related to death and dying by matching the needs to the appropriate stages with 85% accuracy on a written test.

SELECTED ENABLING OBJECTIVES

E3.30.1 Describe the five stages of death.

E3.30.2 List the emotional needs of the dying patient.

E3.30.3 List the physical needs of the dying patient.

E3.30.4 Describe the physical and emotional signs of eminent death.

CRITERION-REFERENCED MEASURE

C.3.30 Needs related to death and dying identified on a written test with 85% accuracy.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Show the filmstrip Death and Dying and discuss the stages of dying (E3.30.1-E3.30.4).
2. Discuss cultural and religious influences that will affect the family and the dying patient (E3.30.2).
3. Have students work in small groups and devise lists of the concerns the dying patient might want to communicate. Discuss the importance of this communication (E3.30.2, E3.30.3).

SELECTED TOOLS AND MATERIALS

Instructor-prepared test

SELECTED AUDIOVISUAL MATERIALS

Filmstrips:	Care of the Patient Who is Dying. Trainex. Death and Dying. Trainex.
16mm film or 3/4" cassette:	As Long as There is Life, 1985. The Connecticut Hospice Institute.

SELECTED REFERENCES

How to be a Nurse Aide in a Nursing Home. American Health Care Association.
Being a Nursing Assistant, 4th ed., pp. 434-440. H.R.E.T.

CONTENT/CONCEPT AREA

4. EXPLORING EMPLOYMENT OPPORTUNITIES

TASKS/COMPETENCIES

4.1 Prepare a personal data sheet or resume

4.2 Complete an application

4.3 Participate in an interview

4.4 Identify employment opportunities

CONTENT/CONCEPT

4. EXPLORING EMPLOYMENT OPPORTUNITIES

TASK/COMPETENCY

4.1 Prepare a personal data sheet or resume

----------------Application--------------

PROGRAM

NURSE'S ASSISTANT (17.0602)

COURSE

Nursing Assistant

4.1

PERFORMANCE OBJECTIVE

P4.1 Given samples and format specifications, prepare a personal data sheet or resume, including all necessary information in accordance with instructor-prepared checklist. All items on instructor's checklist must be rated acceptable.

SELECTED ENABLING OBJECTIVES

E4.1.1 List personal information necessary for completing a resume.

E4.1.2 Obtain appropriate reference material on writing personal data sheets or resumes.

E4.1.3 Explain importance of references and of obtaining permission to refer.

E4.1.4 List work experience, including dates and supervisors' names.

E4.1.5 State the need for having a social security card.

CRITERION-REFERENCED MEASURE

C4.1 Data sheet or resume prepared with all items on an instructor-prepared checklist rated acceptable.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Review with class the importance of honesty in preparing a resume or personal data sheet (E4.1.1, E4.1.4).
2. Arrange with school librarian to bring students into the library to research appropriate materials (E4.1.2).
3. Describe appropriate people to be listed as references (E4.1.3).
4. Discuss with class the importance of emphasizing skills and work experience in detail (E4.1.4).
5. Obtain application forms for a social security card and distribute to students (E4.1.5).

SELECTED TOOLS AND MATERIALS

Handout: Instructor-prepared checklist

SELECTED AUDIOVISUAL MATERIALS

Audiocassette Packages:	Communication Skills for Succeeding in the World of Work. Bennett and McKnight.
Filmstrips/Cassettes:	Succeeding in the World of Work (12 parts). Bennett and McKnight. Resumes/Job Applications: A Practical Guide (2 parts). Sunburst Communications.

SELECTED REFERENCES

Succeeding in the World of Work, 4th ed. Kimbrell and Vineyard.

CONTENT/CONCEPT

4. EXPLORING EMPLOYMENT OPPORTUNITIES

TASK/COMPETENCY

4.2 Complete an application

----------------Application--------------

PROGRAM

NURSE'S ASSISTANT (17.0602)

COURSE

Nursing Assistant

4.2

PERFORMANCE OBJECTIVE

P4.2 Given a sample application form, complete the form so that all blanks are filled in neatly and information given is complete and accurate.

SELECTED ENABLING OBJECTIVES

E4.2.1 List items of information usually requested on application forms.

E4.2.2 Describe the importance of neatness and honesty.

E4.2.3 Explain the importance of reading the entire form before attempting to complete application.

E4.2.4 Compare application form to resume and identify areas of likenesses.

E4.2.5 Identify any potential problem areas in completing an application, such as spelling, incomplete information, items not answered, and ambiguous questions.

CRITERION-REFERENCED MEASURE

C4.2 Application form completed with all blanks filled in neatly, and all information complete and accurate.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss with class terminology used on application forms (E4.2.1).
2. Obtain sample application forms from a variety of sources and distribute to students. Have class note similarities and differences (E4.2.4, E4.2.5).
3. Invite a personnel director from a local business to speak to class (E4.2.2, E4.2.3).
4. Emphasize to class the importance of having information organized and presentable when applying for a job (E4.2.3, E4.2.5).

SELECTED TOOLS AND MATERIALS

Sample application forms

SELECTED AUDIOVISUAL MATERIALS

Film:	Your Job--Applying for It (42609). Virginia Department of Education.
Audiocassette package:	Communication Skills for Succeeding in the World of Work. Bennett and McKnight.
Filmstrips/Cassettes:	Resumes/Job Applications: A Practical Guide (2 parts). Sunburst Communications.
	Succeeding in the World of Work (12 parts). Bennett and McKnight.

SELECTED REFERENCES

Succeeding in the World of Work, 4th ed. Kimbrell and Vineyard.

CONTENT/CONCEPT

4. EXPLORING EMPLOYMENT OPPORTUNITIES

----------------Application--------------

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

4.3 Participate in an interview

COURSE

Nursing Assistant

4.3

PERFORMANCE OBJECTIVE

P4.3 Given a simulated situation, participate in a job interview. All activities on instructor-prepared checklist must be rated as acceptable.

SELECTED ENABLING OBJECTIVES

E4.3.1 Explain the benefits of having prior knowledge of the company and position.

E4.3.2 Outline ways to present a good impression at an interview.

E4.3.3 List and describe characteristics employers look for in a prospective employee.

E4.3.4 Describe "body language."

CRITERION-REFERENCED MEASURE

C4.3 Participation in a mock interview completed with all items on instructor's checklist rated acceptable.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Have students list possible sources of information to research in regard to a particular company (E4.3.1).
2. Have students role play examples of effective body language (E4.3.4).
3. Emphasize importance of neatness, appropriate dress, punctuality, and positive attitudes (E4.3.2).
4. Invite guest speakers from private employment agencies to discuss what they look for in an interview (E4.3.2-E4.3.4).
5. Review with students the technique of providing positive instead of negative answers (E4.3.3).

SELECTED TOOLS AND MATERIALS

Handout: Instructor-prepared checklist

SELECTED AUDIOVISUAL MATERIALS

Film:	Interview--Ready or Not (07312). Virginia Department of Education.
Audiocassette package:	Communication Skills for Succeeding in the World of Work. Bennett and McKnight.
Filmstrips/Cassettes:	Succeeding in the World of Work (12 parts). Bennett and McKnight. Job Interview Skills (3 parts). Sunburst Communications.

SELECTED REFERENCES

Succeeding in the World of Work, 4th ed. Kimbrell and Vineyard.

CONTENT/CONCEPT

4. EXPLORING EMPLOYMENT OPPORTUNITIES

TASK/COMPETENCY

4.4. Identify employment opportunities

----------------Application--------------

PROGRAM

NURSE'S ASSISTANT (17.0602)

COURSE

Nursing Assistant

4.4

PERFORMANCE OBJECTIVE

P4.4 Given trade publications, newspaper classified ads, and other appropriate references, identify three employment opportunities. Identification should be made in the form of a written or oral report that includes title and description of job; location of job; education or training required; and an explanation of any notable advantages or disadvantages of the work.

SELECTED ENABLING OBJECTIVES

E4.4.1 List sources where information concerning employment opportunities may be obtained.

E4.4.2 State education and training requirements required for specified positions.

E4.4.3 Identify local health care facilities and possible entry-level positions associated with each.

CRITERION-REFERENCED MEASURE

C4.4 Three employment opportunities identified in a written or oral report. Report includes title, description, location of job, education and/or training requirements, and an explanation of any notable advantages or disadvantages.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Invite a speaker from the Virginia Employment Commission to discuss employment opportunities (E4.4.1).
2. Discuss with students local health care facilities. Have students research employment opportunities available (E4.4.2, E4.4.3).
3. Arrange for students to work in the school library to research employment opportunities and use "Virginia View" (E4.4.1).

SELECTED TOOLS AND MATERIALS

Newspapers
Nursing occupations publications

SELECTED AUDIOVISUAL MATERIALS

Filmstrip: The Job of Job Hunting. Career Aids, Inc.

Transparencies available from the Virginia Employment Commission.

Filmstrip/cassette: Succeeding in the World of Work (12 parts). Bennett and McKnight.

SELECTED REFERENCES

Succeeding in the World of Work, 4th ed. Kimbrell and Vineyard.
Health Education Service Area Resource. Virginia Department of Education.
"Virginia View." (Ask your counselor or librarian or call toll free the Career Information Hotline: 1-800-542-5870.)
Health Care Programs. Virginia Council on Health and Medical Care, Inc.

CONTENT/CONCEPT AREA

5. DEVELOPING COMMUNICATION AND COORDINATION TECHNIQUES

TASKS/COMPETENCIES

5.1 Develop awareness of personality strengths and weaknesses

5.2 Analyze personal health habits

5.3 Demonstrate successful work attitudes

5.4 Identify effective methods to develop patient/family and staff relationships

5.5 Define simple medical terminology

5.6 Observe and report appropriate patient/client data

5.7 Record blood pressure, temperature, pulse, respiration, and other appropriate patient data

5.8 Answer the intercom

5.9 Place and receive telephone calls

5.10 Answer the call signal

----------------Application--------------

CONTENT/CONCEPT

5. DEVELOPING COMMUNICATION AND COORDINATION TECHNIQUES

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

5.1 Develop awareness of personality strengths and weaknesses

COURSE

Nursing Assistant

5.1

PERFORMANCE OBJECTIVE

P5.1 Given student worksheet, "Me From Different Angles," develop awareness of individual personality characteristics such as aptitudes, strengths, and weaknesses, by completing the worksheet. Worksheet must be rated acceptable by instructor according to guidelines provided in class.

SELECTED ENABLING OBJECTIVES

E5.1.1 Define personality.

E5.1.2 Describe influences on personality.

E5.1.3 List desirable personality traits of a famous person.

E5.1.4 List desirable traits of a nurse's assistant.

E5.1.5 Outline individual personal strengths and weaknesses.

CRITERION-REFERENCED MEASURE

C5.1 "Me from Different Angles" worksheet completed and rated acceptable by instructor in accordance with guidelines provided.

STUDENT WORKSHEET

ME FROM DIFFERENT ANGLES

Directions: In the last column below, list those interests, aptitudes, skills, abilities, strengths, weaknesses, and talents which you think you possess. Folding back the last column so that it doesn't show, have a family member identify those same things about you. Then, fold back your paper so that only column one shows and have a close friend identify those things about you. When completed, compare the three columns. Did you learn anything new about yourself?

MY:	AS A CLOSE FRIEND SEES IT	AS A FAMILY MEMBER SEES IT	AS I SEE IT
INTERESTS			
APTITUDES			
SKILLS & ABILITIES			
STRENGTHS			
WEAKNESSES			
TALENTS			

Source: Education for Employment/Work Experience Cooperative Education Program

SELECTED INSTRUCTIONAL ACTIVITIES

1. Have students work in groups and discuss personality traits they admire in others (E5.1.3).
2. Review with class the meaning of personality and self-awareness and factors that influence individual personality development (E5.1.1, E5.1.2, E5.1.5).
3. Have students compare desirable personality traits to desirable characteristics of a nurse's assistant (E5.1.4).

SELECTED TOOLS AND MATERIALS

Handout: "Me From Different Angles"

SELECTED AUDIOVISUAL MATERIALS

Filmstrip/Cassette, Videocassette: Self Concept: How I Know Who I Am. Sunburst Communications.

SELECTED REFERENCES

Succeeding in the World of Work, 4th ed. Kimbrell and Vineyard.
Education for Employment/Work Experience Cooperative Education Program, pp 109-153. Virginia Department of Education.

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CONTENT/CONCEPT

5. DEVELOPING COMMUNICATION AND COORDINATION TECHNIQUES

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

5.2 Analyze personal health habits

COURSE

Nursing Assistant

5.2

PERFORMANCE OBJECTIVE

P5.2 Given information on proper diet, healthful sleep requirements, the effects of alcohol/tobacco/drug use or abuse, hospital policies on personal hygiene, and a worksheet, evaluate individual health habits and note areas of possible improvement to maintain good health. The worksheet is for self-evaluation only, but all items must be completed.

SELECTED ENABLING OBJECTIVES

E5.2.1 Outline areas of consideration when evaluating personal health habits.

E5.2.2 Name physical and emotional factors that influence health and appearance.

E5.2.3 Describe beneficial results of impartial evaluation of personal health habits.

E5.2.4 Relate the importance of maintaining good health habits.

CRITERION-REFERENCED MEASURE

C5.2 Personal health habits evaluated completely on instructor-prepared worksheet.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Have students list health habits (E5.2.1).
2. Assign students to search magazines for advertisements of products necessary for proper health care (E5.2.1, E5.2.4).
3. Have students review their "Personal Interview" rating sheets, and discuss the areas affected by proper/improper health habits (E5.2.3).
4. Invite resource person to class to demonstrate health care products or techniques (E5.2.1, E5.2.4).

SELECTED TOOLS AND MATERIALS

Handout: Instructor-prepared worksheet

SELECTED AUDIOVISUAL MATERIALS

Filmstrips/Cassettes:

Succeeding in the World of Work (12 parts). Bennett and McKnight.

Nutrition on the Run: Snacks and Fast Foods (3 parts). Sunburst Communications.

Alcohol: What Do You Know: (2 parts). Sunburst Communications.

Marijuana and Your Mind (2 parts) Sunburst Communications.

Nutrition and Exercise: Nutritional Myths and Facts and Sports Nutrition (2 parts). Sunburst Communications.

Dairy and Food Nutrition Council of the Southeast, Inc., Virginia Division. (Contact your regional representative for resources: 3212 Skipwith Road/Richmond, VA/23229/804-270-4800).

SELECTED REFERENCES

Succeeding in the World of Work, 4th ed. Kimball and Vineyard.

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CONTENT/CONCEPT

5. DEVELOPING COMMUNICATION AND COORDINATION TECHNIQUES

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

5.3 Demonstrate successful work attitudes

COURSE

Nursing Assistant

5.3

PERFORMANCE OBJECTIVE

P5.3 Given an assigned partner, demonstrate successful work attitudes by presenting to the class a skit depicting a work-related incident and the proper attitude to express to resolve the incident. All items on an instructor-prepared checklist must be rated acceptable.

SELECTED ENABLING OBJECTIVES

E5.3.1 Define attitude.

E5.3.2 Identify areas on the handout "Me From Different Angles" which relate to successful work attitudes.

E5.3.3 Identify and analyze the ways attitudes of others are influenced by individual attitudes, traits, and habits.

E5.3.4 List principles involved in successful work attitudes.

CRITERION-REFERENCED MEASURE

C5.3 Successful work attitudes demonstrated in a role play with all items on instructor-prepared checklist rated acceptable.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Have students review study of personality (E5.3.2).
2. Discuss attitude and the elements of behavior which go into a person's presentation of attitudes (E5.3.1, E5.3.3).
3. Invite a representative from a local health care facility personnel department to discuss with class work attitudes (E5.3.4).

SELECTED TOOLS AND MATERIALS

Handout:	Instructor-prepared checklist

SELECTED AUDIOVISUAL MATERIALS

Filmstrip/Cassette:	Succeeding in the World of Work (12 parts). Bennett and McKnight.

SELECTED REFERENCES

CBE Curriculum for Nursing Assistant, 3rd ed. West Virginia Department of Education

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CONTENT/CONCEPT

5. DEVELOPING COMMUNICATION AND COORDINATION TECHNIQUES

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

5.4 Identify effective methods to develop patient/family and staff relationships

COURSE

Nursing Assistant

5.4

PERFORMANCE OBJECTIVE

5.4 Given nursing care standards, local health agency policy books, and an instructor-prepared list of simulated situations, identify effective methods of developing patient/family and staff relationships by selecting the appropriate response to each situation on the list. Appropriate responses, according to standards and policies provided, to at least 85% of the situations must be given to be rated acceptable.

SELECTED ENABLING OBJECTIVES

E5.4.1 Relate results of study of personality traits and characteristics to successful work attitudes.

E5.4.2 Explain nursing care standards and policies of local health agencies.

E5.4.3 Explain the meaning of the "Patient's Bill of Rights" as it relates to the patient.

E5.4.4 List examples of necessary and desirable professional courtesies in the work place.

CRITERION-REFERENCED MEASURE

C5.4 Effective methods to develop patient/family and staff relationships identified on an instructor-prepared worksheet with 85% accuracy.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Have students review work on personality and work attitudes (E5.4.1).
2. Give class specific questions on "Patient's Bill of Rights," nursing care standards, and local health agency policies, and have them discuss (E5.4.2, E5.4.3).
3. Have students list personal courtesies they give to others and enjoy themselves; then discuss the effectiveness of those same courtesies in professional relationships (E5.4.3).

SELECTED TOOLS AND MATERIALS

None identified

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Being a Nursing Assistant, 4th ed., pp. 26-36. H.R.E.T.

CONTENT/CONCEPT

5. DEVELOPING COMMUNICATION AND COORDINATION TECHNIQUES

TASK/COMPETENCY

5.5 Define simple medical terminology

-----------------Application--------------

PROGRAM

NURSE'S ASSISTANT (17.0602)

COURSE

Nursing Assistant

5.5

PERFORMANCE OBJECTIVE

P5.5 Given a written test which lists common medical abbreviations and descriptive terms, define the abbreviations and terms with 85% accuracy.

SELECTED ENABLING OBJECTIVES

E5.5.1 Define words associated with basic medical terminology.

E5.5.2 List common medical terms and state their abbreviations.

CRITERION-REFERENCED MEASURE

C5.5 Medical terminology defined on a written test with 85% accuracy.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Distribute information sheets of common medical abbreviations (E5.5.2).
2. Distribute descriptive terms with definitions (E5.5.1).
3. Have class incorporate terms and abbreviations in classroom discussion and in written assignments (E5.5.1, E5.5.2).
4. Develop bingo game using medical terminology (E5.5.1-E5.5.2).
5. Use microcomputer and have students work crossword puzzles or drill and practice exercises using medical terminology (E5.5.1, E5.5.2).

SELECTED TOOLS AND MATERIALS

Handouts of abbreviations and definitions

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Nursing Skills for Allied Health Service, Vol. I, 3rd ed. Rambo and Wood.
Being a Nursing Assistant, 4th ed., pp. 43-64. H.R.E.T.

CONTENT/CONCEPT

5. DEVELOPING COMMUNICATION AND COORDINATION TECHNIQUES

TASK/COMPETENCY

5.6 Observe and report appropriate patient/client data

----------------Application--------------

PROGRAM

NURSE'S ASSISTANT (17.0602)

COURSE

Nursing Assistant

5.6

PERFORMANCE OBJECTIVE

P5.6 Given simulated patient situations, observe and report appropriate data which would be used in a report of patient behavior. Observations must be correctly classified as objective and subjective and must be stated in clear, concise medical terminology.

SELECTED ENABLING OBJECTIVES

E5.6.1 List examples of objective reporting.

E5.6.2 List examples of subjective reporting.

E5.6.3 Apply correct medical terminology to reporting situations.

CRITERION-REFERENCED MEASURE

C5.6 List of observations reported in clear, concise medical terminology, correctly classified into objective and subjective observations.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Show and have class discuss filmstrip Observing the Patient (E5.6.1-E5.6.3).
2. Review medical terminology (E5.6.3).
3. Discuss examples of objective and subjective reporting (E5.6.1, E5.6.2).

SELECTED TOOLS AND MATERIALS

Handout: Simulated patient situations

SELECTED AUDIOVISUAL MATERIALS

Filmstrip/Cassette: Observing the Patient. Career Aids, Inc.

SELECTED REFERENCES

Being a Nurse Assistant, 4th ed., pp. 36-42. H.R.E.T.

CONTENT/CONCEPT

5. DEVELOPING COMMUNICATION AND COORDINATION TECHNIQUES

TASK/COMPETENCY

5.7 Record blood pressure, temperature, pulse, respiration and other appropriate patient data

---------------Application-------------

PROGRAM

NURSE'S ASSISTANT (17.0602)

COURSE

Nursing Assistant

5.7

PERFORMANCE OBJECTIVE

P5.7 Given a graphic sheet, intake and output record, a list of TPR, B/P readings, and a worksheet for intake and output, record blood pressure, temperature, pulse, respiration, and other appropriate patient data with 100% accuracy.

SELECTED ENABLING OBJECTIVES

E5.7.1 List terms and abbreviations used in recording.

E5.7.2 Explain purpose of each recording sheet and proper procedures to complete each type of record.

E5.7.3 Describe the systems used for recording the progress of the patient/residents.

CRITERION-REFERENCED MEASURE

C5.7 Blood pressure, temperature, pulse, respiration, and other appropriate patient data recorded on worksheet with 100% accuracy.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Have students write a report on the famous "Typhoid Mary" case (E6.3.1, E6.3.2).
2. Discuss and explain the difference between direct and indirect contact (E6.3.1).
3. Discuss "droplet" infection. Have students list precautions which would help prevent the spread of disease by this method (E6.3.1).
4. Define formate and give examples (E6.3.2).
5. Discuss isolation and medical asepsis (E6.3.3).

SELECTED TOOLS AND MATERIALS

Instructor-prepared guidelines
Poster board
Colored pencils/pens
Bulletin board materials

SELECTED AUDIOVISUAL MATERIALS

Filmstrip: Isolation Technique. Trainex.

SELECTED REFERENCES

Being a Nursing Assistant, 4th ed., pp. 79-105. H.R.E.T.
Mosby's Textbook for Nursing Assistants, pp. 130-131. Sorrentino.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss the source system and problem-oriented system of recording (E 5.7.3).

2. Distribute handouts and explain: (E 5.7.2).
   a. sample hospital TPR, B/P record sheets
   b. sample hospital record sheet and worksheet for intake and output
   c. list of vital signs and intake and output measurements
   d. situations involving observations of patients appropriate for other data.

3. Review abbreviations and terminology (E 5.7.1).

4. Have class practice recording (E 5.7.1, E 5.7.2).

SELECTED TOOLS AND MATERIALS

Handouts: Samples of hospital recording forms

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Being a Nursing Assistant, 4th ed., pp. 215, 274-276. H.R.E.T.
Mosby's Textbook for Nursing Assistants, pp. 24-36. Sorrentino.

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CONTENT/CONCEPT

5. DEVELOPING COMMUNICATION AND COORDINATION TECHNIQUES

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

5.8 Answer the intercom

COURSE

Nursing Assistant

5.8

PERFORMANCE OBJECTIVE

P5.8 Given an intercom and practice situations, answer the intercom twice. The intercom must be answered promptly and courteously, responses spoken distinctly, and information provided accurate and appropriate.

SELECTED ENABLING OBJECTIVES

E5.8.1 Outline operation of intercom.

E5.8.2 Describe usual patient requests.

E5.8.3 Explain the importance of speaking distinctly.

CRITERION-REFERENCED MEASURE

C5.8 Intercom answered promptly and courteously, responses spoken distinctly, and information provided accurate and appropriate.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Demonstrate the operation of the intercom (E5.8.1).
2. Discuss with class situations in which the intercom is used (E5.8.2, E5.8.3).
3. Invite a guest speaker, such as speech or drama teacher, to demonstrate effective oral communication techniques (E5.8.3).
4. Bring a tape recorder to class, and have each student read a prepared speech. Play back recorder to allow students to hear their own speeches (E5.8.3).

SELECTED TOOLS AND MATERIALS

Intercom
Tape recorder

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Being a Nursing Assistant, 4th ed., p. 36. H.R.E.T.

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CONTENT/CONCEPT

5. DEVELOPING COMMUNICATION AND COORDINATION TECHNIQUES

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

5.9 Place and receive telephone calls

COURSE

Nursing Assistant

5.9

PERFORMANCE OBJECTIVE

P5.9 Given a telephone, guidelines on proper operation and etiquette, and a variety of incoming and outgoing call assignments, demonstrate how to place and receive telephone calls. Performance must be rated acceptable according to instructor-prepared checklist based on the guidelines provided.

SELECTED ENABLING OBJECTIVES

E5.9.1 Describe the proper use of the telephone.

E5.9.2 Explain how to receive telephone calls.

E5.9.3 Explain how to place a telephone call.

E5.9.4 Demonstrate ability to take and relay accurate messages.

E5.9.5 Demonstrate proper telephone etiquette.

CRITERION-REFERENCED MEASURE

C5.9 Telephone calls placed and received in accordance with guidelines provided; all items on instructor-prepared checklist rated acceptable.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss with class the proper use of telephone (E5.9.1).
2. Have students discuss telephone etiquette (E5.9.1, E5.9.5).
3. Discuss the importance of accuracy in taking and relaying messages and have students practice (E5.9.4).
4. Discuss policies on and methods of referring information requests to the proper party (E5.9.1).
5. Demonstrate the operation of the telephone system (E5.9.2, E5.9.3).

SELECTED TOOLS AND MATERIALS

Telephone agency policies on telephone use
Handout: Instructor-prepared guidelines and checklist

SELECTED AUDIOVISUAL MATERIALS

Film: Telephone Manners. C & P Telephone Company. (available from A/V Services, Virginia Department of Education).

SELECTED REFERENCES

None identified

CONTENT/CONCEPT

5. DEVELOPING COMMUNICATION AND COORDINATION TECHNIQUES

TASK/COMPETENCY

5.10 Answer the call signal

----------------Application--------------

PROGRAM

NURSE'S ASSISTANT (17.0602)

COURSE

Nursing Assistant

5.10

PERFORMANCE OBJECTIVE

P5.10 Given a simulated situation, answer the call signal twice with 100% accuracy in accordance with the standards referenced in *Being a Nursing Assistant*, pp. 34-35.

SELECTED ENABLING OBJECTIVES

E5.10.1 Describe function and location of call signal.

E5.10.2 Explain appropriate responses to patient request.

E5.10.3 Outline proper procedures to follow for emergency situations.

CRITERION-REFERENCED MEASURE

C5.10 Call signal answered with 100% accuracy in accordance with standards described in *Being a Nursing Assistant*, pp. 34-35.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Demonstrate to class how to answer the call signal (E5.10.1, E5.10.2).
2. Discuss the operation of the call signal (E5.10.1, E5.10.2).
3. Discuss the importance of prompt response to the call signal (E5.10.1).
4. Give examples of emergency situations and explain proper response to each (E5.10.3).
5. Discuss possible responses to unsafe, improper requests (E5.10.2).

SELECTED TOOLS AND MATERIALS

Call signal

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Being a Nursing Assistant, 4th ed., pp. 34-35. H.R.E.T.

CONTENT/CONCEPT AREA

6. MAINTAINING A CLEAN, SAFE ENVIRONMENT

TASKS/COMPETENCIES

6.1 Identify terminology related to a clean, safe environment
6.2 Match major pathogenic microorganisms to their related disease or infection
6.3 Illustrate how infections spread
6.4 Recognize symptoms of an infection
6.5 Adjust the hospital beds
6.6 Clean instruments and supplies
6.7 Demonstrate proper handwashing technique
6.8 Don and remove gown, mask, and gloves
6.9 Demonstrate doublebagging technique
6.10 Serve and remove diet tray
6.11 Dispose of soiled material
6.12 Perform terminal disinfection procedures of a unit
6.13 Make an unoccupied bed
6.14 Make an occupied bed
6.15 Make a postoperative or recovery bed
6.16 Demonstrate proper body mechanics
6.17 Position patient in bed
6.18 Assist patient to maintain proper body alignment
6.19 Assist patient in performing prescribed range-of-motion exercises
6.20 Assist patient to turn, cough, and deep breathe
6.21 Assist patient with postural drainage and/or cupping as prescribed
6.22 Adjust side rails
6.23 Place footboard, overbed cradle, or egg crate mattress on bed
6.24 Place alternating pressure mattress on bed
6.25 Apply restraints for safety
6.26 Apply heel and elbow protectors
6.27 Apply and care for anti-embolic stocking
6.28 Demonstrate terminal and concurrent cleaning
6.29 Clean utility/linen room
6.30 Perform safety procedures related to patient care
6.31 Perform safety procedures related to environment
6.32 Demonstrate fire safety procedures
6.33 Use fire extinguishers

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CONTENT/CONCEPT

6. MAINTAINING A CLEAN, SAFE ENVIRONMENT

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

6.1 Identify terminology related to a clean, safe environment

COURSE

Nursing Assistant

6.1

PERFORMANCE OBJECTIVE

P6.1 Given a written quiz, identify, by spelling and defining, terminology related to a clean, safe environment with 85% accuracy.

SELECTED ENABLING OBJECTIVES

E6.1.1 List and spell vocabulary words.

E6.1.2 Define vocabulary words.

E6.1.3 Demonstrate correct usage of vocabulary words.

CRITERION-REFERENCED MEASURE

C6.1 Terminology identified with 85% accuracy on a written quiz.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Prepare and distribute a handout of vocabulary words (E6.1.1).
2. Pronounce and define each word (E6.1.2).
3. Have students discuss words and definitions and relate to work situations (E6.1.3).

SELECTED TOOLS AND MATERIALS

Instructor-prepared handout: Vocabulary words

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Being a Nursing Assistant, 4th ed., pp. 106-111, 413-414. H.R.E.T.
Mosby's Textbook for Nursing Assistants, pp. 111-117. Sorrentino.

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CONTENT/CONCEPT

6. MAINTAINING A CLEAN, SAFE ENVIRONMENT

TASK/COMPETENCY

6.2 Match major pathogenic microorganisms to their related disease or infection

PROGRAM

NURSE'S ASSISTANT (17.0602)

COURSE

Nursing Assistant

6.2

PERFORMANCE OBJECTIVE

P6.2 Given a written test which lists major pathogenic microorganisms and their related disease or infection, match the pathogens with the related disease or infection with 85% accuracy.

SELECTED ENABLING OBJECTIVES

E6.2.1 Distinguish between nonpathogenic and pathogenic microorganisms.

E6.2.2 List major pathogenic microorganisms.

E6.2.3 Describe diseases and infections associated with specific microorganisms.

CRITERION-REFERENCED MEASURE

C6.2 Major pathogenic microorganisms matched to related disease or infection with 85% accuracy on a written test.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Define nonpathogenic, pathogenic and discuss (E6.2.1).
2. Prepare and distribute handouts listing major pathogenic microorganisms and their related disease or infection; have students read and discuss (E6.2.2, E6.2.3).
3. Have students, working in pairs, identify microorganisms and related diseases or infections by using flash cards (E6.2.2, E6.2.3).
4. Show transparencies and discuss (E6.2.2, E6.2.3).

SELECTED TOOLS AND MATERIALS

Instructor-prepared test

Handout: Instructor-prepared list of pathogenic microorganisms/disease or infection

SELECTED AUDIOVISUAL MATERIALS

Transparencies: "Infection Control," p.80, Being a Nursing Assistant," H.R.E.T.
"Six Conditions Affecting the Growth of Bacteria," p. 82. Being a Nursing Assistant. H.R.E.T.

SELECTED REFERENCES

Being a Nursing Assistant, 4th ed., pp. 79-105. H.R.E.T.
Foundations of Patient Care, pp. 44-45. Schwartz and Potter.

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CONTENT/CONCEPT

6. MAINTAINING A CLEAN, SAFE ENVIRONMENT

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

6.3 Illustrate how infections spread

COURSE

Nursing Assistant

6.3

PERFORMANCE OBJECTIVE

P6.3 Given supplies, resources, and classroom instructions, illustrate ways infections spread by creating a visual depiction, such as a bulletin board or poster, in accordance with instructor's guidelines.

SELECTED ENABLING OBJECTIVES

E6.3.1 Describe direct and indirect methods for spread of disease.

E6.3.2 Explain three ways pathogens are transmitted.

E6.3.3 Identify effective methods of preventing the spread of infection.

CRITERION-REFERENCED MEASURE

C6.3 Ways infections spread illustrated (poster, bulletin board, collage, mobile) in accordance with instructor's guidelines.

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CONTENT/CONCEPT

6. MAINTAINING A CLEAN, SAFE ENVIRONMENT

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

6.4 Recognize symptoms of an infection

COURSE

Nursing Assistant

6.4

PERFORMANCE OBJECTIVE

P6.4 Given resources and references, recognize symptoms of an infection by identifying and summarizing reactions of specific pathogens within the human body with 100% accuracy on a written test.

SELECTED ENABLING OBJECTIVES

E6.4.1 Identify pathogenic microorganisms and related diseases.

E6.4.2 List pathogens.

E6.4.3 Describe the reactions of pathogens within the human body.

E6.4.4 Identify symptoms associated with specific pathogens.

CRITERION-REFERENCED MEASURE

C6.4 Symptoms of infection recognized with 100% accuracy on a written test.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Provide students with a list of selected references. Have them read and report on various reactions of pathogens within the human body (E6.4.1, E6.4.2).
2. Review study of major pathogenic microorganisms (E6.4.1).
3. Discuss reactions of pathogens and associated symptoms (E6.4.3, E6.4.4).

SELECTED TOOLS AND MATERIALS

Instructor-prepared test

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Advanced First Aid and Emergency Care, 2nd ed. The American National Red Cross.
Being a Nursing Assistant, 4th ed., pp. 79-105. H.R.E.T.
Health Care Assistant, 4th ed. Caldwell and Hegner.

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CONTENT/CONCEPT

6. MAINTAINING A CLEAN, SAFE ENVIRONMENT

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

6.5 Adjust the hospital beds

COURSE

Nursing Assistant

6.5

PERFORMANCE OBJECTIVE

P6.5 Given a hospital bed, adjust the bed to the following positions: (1) Fowler's position, (2) Semi-Fowler's position, (3) Trendelenburg position, (4) Reverse Trendelenburg position, and (5) Contour position. The bed must be adjusted in the correct manner for each position and without errors in selection and movement of the controls.

SELECTED ENABLING OBJECTIVES

E6.5.1 Relate hospital bed terminology to equipment.

E6.5.2 Identify the five major hospital bed adjustments.

E6.5.3 Locate hospital bed controls.

E6.5.4 Explain operation of controls.

CRITERION-REFERENCED MEASURE

C6.5 Bed adjusted correctly for five positions; no errors in selection and movement of controls.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Identify footboard, bedboard, traction equipment, and sandbags (E6.5.1).
2. Demonstrate the location and operation of controls of hospital bed (E6.5.3, E6.5.4).
3. Describe hospital bed positions and demonstrate position of each (E6.5.2).
4. Have students research medical conditions requiring each position (E6.5.2).
5. Have students demonstrate operation of hospital bed for each position (E6.5.2-E6.5.4).

SELECTED TOOLS AND MATERIALS

Hospital bed (operated electrically and manually)

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Being a Nursing Assistant, 4th ed., p. 106. H.R.E.T.
CBE Curriculum for Nursing Assistant, 3rd ed. West Virginia Department of Education.
Nursing Assistant, p. 16. V-TECS.
Nursing Skills for Allied Health, Vol. I, 3rd ed. Rambo and Wood.

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CONTENT/CONCEPT

6. MAINTAINING A CLEAN, SAFE ENVIRONMENT

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

6.6 Clean instruments and supplies

COURSE

Nursing Assistant

6.6

PERFORMANCE OBJECTIVE

P6.6 Given contaminated instruments and supplies and appropriate cleaning materials, clean the instruments and supplies, using the medical aseptic technique as demonstrated by the instructor.

SELECTED ENABLING OBJECTIVES

E6.6.1 Outline steps to follow in preparing articles for sterilization.

E6.6.2 Describe the medical aseptic technique.

E6.6.3 Explain the various methods of disinfection and sterilization.

CRITERION-REFERENCED MEASURE

C6.6 Instruments and supplies cleaned, using the medical aseptic technique as demonstrated by the instructor.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Arrange for class to visit a hospital central supply service area (E6.6.1-E6.6.3).
2. Discuss with class the differences between medical and surgical asepsis and disinfection and sterilization (E6.6.2).
3. Have students practice cleaning equipment and supplies (E6.6.1).
4. Have students research different methods of disinfection and sterilization and report to class (E6.6.3).

SELECTED TOOLS AND MATERIALS

Liquid detergent
2 basins
Catheters (Foley and French)
Hemostats
Hot-water bottle
Ice cap
Bedpan
Urinal

SELECTED AUDIOVISUAL MATERIALS

Filmstrip and cassette:	Asepsis--Medical and Surgical. J. B. Lippincott Company
Filmstrip:	Medical Asepsis. Trainex.

SELECTED REFERENCES

Being a Nursing Assistant, 4th ed., pp. 79-105 H.R.E.T.
Foundations of Patient Care, pp. 50-53. Schwartz and Potter.
Mosby's Textbook for Nursing Assistants, pp. 131-135. Sorrentino.
Nursing Assistance Occupations, p. 15, V-TECS.

CONTENT/CONCEPT

6. MAINTAINING A CLEAN, SAFE ENVIRONMENT

TASK/COMPETENCY

6.7 Demonstrate proper handwashing technique

----------------Application--------------

PROGRAM

NURSE'S ASSISTANT (17.0602)

COURSE

Nursing Assistant

6.7

PERFORMANCE OBJECTIVE

P6.7 Given instructor demonstration and the necessary supplies, demonstrate proper handwashing technique. All items on the instructor's checklist must be rated acceptable.

SELECTED ENABLING OBJECTIVES

E6.7.1 Differentiate between clean and dirty.

E6.7.2 Outline sequence of steps to follow when washing hands.

E6.7.3 Explain the importance of handwashing.

CRITERION-REFERENCED MEASURE

C6.7 Proper handwashing technique demonstrated with all items on instructor's checklist rated acceptable.

INSTRUCTOR'S CHECKLIST 6.7

DUTY: MAINTAINING A CLEAN, SAFE ENVIRONMENT

TASK: Demonstrate proper handwashing technique

ACTIVITY: Handwashing

ITEM	RATING*	
	Acceptable	Unacceptable
1. Assembled soap, papertowels, and wastepaper basket.		
2. Stood away from sink to avoid contacting sink with clothing.		
3. Adjusted water volume and temperature.		
4. Completely wet hands and wrists.		
5. Applied soap thoroughly.		
6. Held hands lower than elbows and washed palms and backs of hands with strong friction.		
7. Washed fingers, between fingers, wrists, and lower forearms (one to two minutes).		
8. Rinsed well. Allowed water to run from two inches above wrists to fingers.		
9. Cleaned under fingernails with brush or orange stick.		
10. Repeated steps 4-8.		
11. Dried thoroughly with paper towel from wrists to fingertips.		
12. Turned off faucet with paper towel.		
13. Discarded towel in receptacle.		

*All items must receive acceptable rating.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Have class read appropriate reference material (E6.7.1-E6.7.3).
2. Give class a demonstration in proper steps and techniques in handwashing (E6.7.2, E6.7.3).
3. Have students practice the procedure (E6.7.2, E6.7.3).
4. Review performance checklist (E6.7.2, E6.7.3).

SELECTED TOOLS AND MATERIALS

Washing facilities
Paper towels
Soap
Lotion
Wastepaper basket
Handout: Instructor's checklist

SELECTED AUDIOVISUAL MATERIALS

Filmstrip and cassette: Handwashing. J. B. Lippincott Company.

SELECTED REFERENCES

Being a Long-Term Care Nursing Assistant, pp. 38-39. Will and Eighmy.
Being a Nursing Assistant, 4th ed., pp. 86-88. H.R.E.T.
Mosby's Textbook for Nursing Assistants, p. 133. Sorrentino.

----------------Application--------------

CONTENT/CONCEPT

6. MAINTAINING A CLEAN, SAFE ENVIRONMENT

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

6.8 Don and remove gown, mask, and gloves

COURSE

Nursing Assistant

6.8

PERFORMANCE OBJECTIVE

P6.8 Given necessary supplies, don and remove gown, mask, and gloves. The procedure must be performed without contamination, and all items on the instructor's checklist must be rated acceptable.

SELECTED ENABLING OBJECTIVES

E6.8.1 Describe the underlying principles of isolation techniques.

E6.8.2 Explain isolation checklist and procedures for putting on gown, mask, and gloves.

E6.8.3 Demonstrate methods for removing gown, mask, and gloves.

CRITERION-REFERENCED MEASURE

C6.8 Gown, mask, and gloves donned and removed without contamination and with all items on instructor's checklist rated acceptable.

INSTRUCTOR'S CHECKLIST 6.8a

DUTY: MAINTAINING A CLEAN, SAFE ENVIRONMENT

TASK: Don and remove gown, mask, and gloves

ACTIVITY: Don gown, mask, and gloves without contamination

ITEM	RATING*	
	Acceptable	Unacceptable
1. Donned gown, mask and gloves.		
a. Removed watch and rings.		
b. Washed hands.		
c. Removed mask from container; placed over nose and mouth and tied securely, top strings first.		
d. Held gown at neck and let unfold.		
e. Put arms through sleeves, one at a time, touching only inside of gown.		
f. Adjusted gown.		
g. Tied neck tapes.		
h. Brought gown together and tied waist belt.		
i. Obtained glove wrapper; laid on flat surface and unfolded.		
j. Removed powder and powdered hands, if appropriate.		
k. Removed one glove from holder by grasping folded edge and placed on hand. Repeated for second glove.		
l. Adjusted gloves over gown and on fingers.		

*All items must receive acceptable rating.

DUTY: MAINTAINING A CLEAN SAFE ENVIRONMENT

TASK: Don and remove gown, mask, and gloves

ACTIVITY: Remove gown, mask, and gloves without contamination

ITEM	RATING*	
	Acceptable	Unacceptable
2. Removed gown, mask, and gloves.		
a. Untied waist belt of gown and pulled toward front.		
b. Washed hands.		
c. Untied neck ties.		
d. Removed mask by untying bottom strings first.		
e. Disposed of mask.		
f. Pulled sleeves off one at a time without touching outside of gown.		
g. Removed gown and disposed of it properly.		
h. Removed one glove at a time. (Did not touch skin with dirty surface).		
i. Disposed of gloves.		
j. Washed hands before and after leaving unit.		
k. Used paper towel to open door to leave room. Disposed of paper towel in waste-basket inside room.		

*All items must receive acceptable rating.

Source: Nursing Assistance Occupations. V-TECS.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Demonstrate the proper procedure for donning and removing the mask, gown, and gloves (E6.8.3).
2. Discuss isolation procedures and the necessity for these precautions (E6.8.1).
3. Have students practice donning and removing gown, mask, and gloves (E6.8.3).
4. Review checklist with students and explain each step (E6.8.2).

SELECTED TOOLS AND MATERIALS

Isolation unit
Gown, mask, and gloves
Powder
Handout: Instructor's checklist

SELECTED AUDIOVISUAL MATERIALS

Filmstrip and cassette: Gown, Gloves, Mask--Single Use. J. B. Lippincott Company.

SELECTED REFERENCES

Being a Long-Term Care Nursing Assistant, pp. 41-44. Will and Eighmy.
Being a Nursing Assistant, 4th ed., pp. 100-101. H.R.E.T.
CBE Curriculum for Nursing Assistant, 3rd ed. West Virginia Department of Education.
Nursing Assistance Occupations, p. 18. V-TECS.

----------------Application--------------

CONTENT/CONCEPT
6. MAINTAINING A CLEAN, SAFE ENVIRONMENT

PROGRAM
NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY
6.9 Demonstrate doublebagging technique

COURSE
Nursing Assistant

6.9

PERFORMANCE OBJECTIVE

P6.9 Given the necessary linens and an instructor demonstration, demonstrate the doublebagging technique. Demonstration must be in accordance with instructor's demonstration and must be performed without contamination.

SELECTED ENABLING OBJECTIVES

E6.9.1 Define doublebagging.

E6.9.2 Explain purposes of isolation.

E6.9.3 Describe situations which would necessitate using doublebagging procedures.

CRITERION-REFERENCED MEASURE

C6.9 Doublebagging technique demonstrated without contamination and in accordance with instructor's demonstration.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Spell, define, and discuss doublebagging (E6.9.1).
2. Provide a demonstration of doublebagging (E6.9.1).
3. Discuss importance and application of doublebagging (E6.9.3).
4. Have students practice doublebagging (E6.9.2, E6.9.3).

SELECTED TOOLS AND MATERIALS

Linens
Laundry bag

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Being a Long-Term Care Nursing Assistant, p. 45. Will and Eighmy.
Being a Nursing Assistant, 4th ed., p. 102. H.R.E.T.

----------------Application--------------

CONTENT/CONCEPT

6. MAINTAINING A CLEAN, SAFE ENVIRONMENT

TASK/COMPETENCY

6.10 Serve and remove diet tray

PROGRAM

NURSE'S ASSISTANT (17.0602)

COURSE

Nursing Assistant

6.10

PERFORMANCE OBJECTIVE

P6.10 Given a food tray and a simulated situation in which a patient is in isolation, serve the food tray and remove without contamination of self or the environment outside the isolation unit. All items on an instructor-prepared checklist must be rated acceptable.

SELECTED ENABLING OBJECTIVES

E6.10.1 Identify underlying principles of isolation techniques.

E6.10.2 Explain approved isolation techniques for (1) putting on gown, (2) disposing of liquids and solids, (3) doublebagging, and (4) handwashing technique.

E6.10.3 Demonstrate procedures to follow when serving and removing diet tray.

CRITERION-REFERENCED MEASURE

C6.10 Diet tray served and removed without contamination; all items on an instructor-prepared checklist rated acceptable.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Review previous study of isolation principles and techniques (E6.10.1, E6.10.2).
2. Give class a demonstration of serving food to the patient/resident in isolation (E6.10.3).
3. Have students work in small groups to identify the importance of esthetic conditions during mealtime, and how these can best be maintained in the isolation unit (E6.10.1, E6.10.2).
4. Have students practice serving and removing food tray (E6.10.3).

SELECTED TOOLS AND MATERIALS

Isolation unit
Food tray
Handwashing facilities
Gowns
Gloves
Masks
Disposal bags
Handout: Instructor-prepared checklist

SELECTED AUDIOVISUAL MATERIALS

Filmstrip: Isolation Technique. Trainex.

SELECTED REFERENCES

Being a Long-Term Care Nursing Assistant, pp. 44-45. Will and Eighmy.
Being a Nursing Assistant, 4th ed., pp. 104-105. H.R.E.T.
CBE Curriculum for Nursing Assistant, 3rd ed. West Virginia Department of Education.

----------------Application--------------

CONTENT/CONCEPT
6. MAINTAINING A CLEAN, SAFE ENVIRONMENT

PROGRAM
NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY
6.11 Dispose of soiled material

COURSE
Nursing Assistant

6.11

PERFORMANCE OBJECTIVE

P6.11 Given a simulated isolation setting and necessary supplies, dispose of soiled materials. All items on an instructor-prepared checklist must be rated acceptable.

SELECTED ENABLING OBJECTIVES

E6.11.1 Relate principles of isolation techniques to disposing of soiled material.

E6.11.2 Demonstrate proper handwashing technique.

E6.11.3 Demonstrate correct donning of gown, mask, and gloves.

E6.11.4 Outline method to doublebag soiled material.

E6.11.5 Demonstrate proper removal of gown, mask, and gloves.

CRITERION-REFERENCED MEASURE

C6.11 Soiled material disposed of properly with all items on instructor-prepared checklist rated acceptable.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Provide a lecture and demonstration on isolation techniques (E6.11.1-E6.11.5).
2. Show and discuss filmstrip (E6.11.1-E6.11.5).
3. Have students review notes and handouts on doublebagging, handwashing, and donning gown, mask, and gloves (E6.11.2-E6.11.4).
4. Have students practice disposing of soiled materials (E6.11.1-E6.11.5).

SELECTED TOOLS AND MATERIALS

Isolation unit
Isolation gown, mask, and gloves
Soiled materials
Bag
Handout: Instructor-prepared checklist

SELECTED AUDIOVISUAL MATERIALS

Filmstrip: Medical Asepsis--Special Needs Series. Trainex.

SELECTED REFERENCES

Being a Long-Term Care Nursing Assistant, pp. 41-42. Will and Eighmy.
Being a Nursing Assistant, 4th ed., pp. 89-105. H.R.E.T.

---------------Application--------------

CONTENT/CONCEPT

6. MAINTAINING A CLEAN, SAFE ENVIRONMENT

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

6.12 Perform terminal disinfection procedures of a unit

COURSE

Nursing Assistant

6.12

PERFORMANCE OBJECTIVE

P6.12 Given an isolation unit that has been vacated, germicidal solution, basin and bags, and working with an assistant outside the room, terminally disinfect the unit. The procedure must be done without contamination in accordance with procedures on an instructor-prepared checklist. All items must be rated acceptable.

SELECTED ENABLING OBJECTIVES

E6.12.1 Spell and define vocabulary words related to terminal disinfection.

E6.12.2 Outline principles of isolation techniques.

E6.12.3 Explain procedures to follow when disinfecting a unit.

CRITERION-REFERENCED MEASURE

C6.12 Unit terminally disinfected with all items on instructor prepared checklist rated acceptable.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Pronounce and define vocabulary words. Discuss and give illustrations of correct usage (E6.12.1).
2. Review principles of isolation techniques (E6.12.2).
3. Demonstrate terminal disinfection of a unit (E6.12.3).

SELECTED TOOLS AND MATERIALS

Isolation unit
Germicidal solution
Basin
Bags
Handout: Instructor-prepared checklist

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

CBE Curriculum for Nursing Assistant, 3rd ed. West Virginia Department of Education.

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CONTENT/CONCEPT

6. MAINTAINING A CLEAN, SAFE ENVIRONMENT

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

6.13 Make an unoccupied bed

COURSE

Nursing Assistant

6.13

PERFORMANCE OBJECTIVE

P6.13 Given the necessary linens, make an unoccupied bed, according to instructor-provided worksheet or instructor's demonstration. The corners must be mitered and sheets must be tightly fitted and wrinkle-free, and the bed must be made in six minutes.

SELECTED ENABLING OBJECTIVES

E6.13.1 Demonstrate mitering.

E6.13.2 Define unoccupied, open bed.

E6.13.3 Outline steps to follow when making an unoccupied bed.

CRITERION-REFERENCED MEASURE

C6.13 Unoccupied bed made in six minutes in accordance with the instructor-provided worksheet or demonstration; corners are mitered and sheets tightly fitted and wrinkle-free.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Show filmstrip Making an Unoccupied Bed and discuss (E6.13.1-E6.13.3).
2. Demonstrate making an unoccupied bed (E6.13.3).
3. Develop worksheets; distribute and review with class (E6.13.3).
4. Have students practice making an unoccupied bed (E6.13.3).

SELECTED TOOLS AND MATERIALS

Pillowcases
Mattress pad
Large sheets
Waterproof drawsheet, if needed
Cotton drawsheet
Plastic drawsheet
Bath blanket
Bedspread

SELECTED AUDIOVISUAL MATERIALS

Filmstrip:	Making an Unoccupied Bed. Trainex.

SELECTED REFERENCES

Being a Long-Term Care Nursing Assistant, pp. 48-50. Will and Eighmy.
Being a Nursing Assistant, 4th ed., pp.112-120. H.R.E.T.
CBE Curriculum for Nursing Assistant, 3rd ed. West Virginia Department of Education.
Practical Nursing, Vol. I. Oklahoma Department of Vocational and Technical Education.

----------------Application--------------

CONTENT/CONCEPT

6. MAINTAINING A CLEAN, SAFE ENVIRONMENT

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

6.14 Make an occupied bed

COURSE

Nursing Assistant

6.14

PERFORMANCE OBJECTIVE

P6.14 Given the necessary linens, make an occupied bed according to instructor-provided worksheet or instructor's demonstration. The patient must be moved correctly with minimum discomfort, and the corners of the bed linens must be mitered with sheets tightly fitted and wrinkle-free.

SELECTED ENABLING OBJECTIVES

E6.14.1 Outline procedures to follow when making an occupied bed.

E6.14.2 Explain the importance of good body alignment.

E6.14.3 Demonstrate handwashing procedure.

E6.14.4 Explain the psychological and physical benefits of providing a neat, clean environment for the patient.

CRITERION-REFERENCED MEASURE

C6.14 Occupied bed made in accordance with instructor demonstration or instructor-provided worksheet; patient moved correctly with minimal discomfort, and corners mitered with sheets tightly fitted and wrinkle-free.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Review study of making an unoccupied bed and discuss in relation to making an occupied bed (E6.14.1).
2. Demonstrate and explain body alignment (E6.14.1).
3. Demonstrate making an occupied bed (E6.14.1-E6.14.3).
4. Have students devise a list of the benefits of a neat, clean environment (E6.14.4).

SELECTED TOOLS AND MATERIALS

Bottomsheet
Drawsheet
Top sheet
Spread
Pillow case
Bath blanket
Receptacle for soiled linen
Mattress pad
Bath towels
Hand towels
Wash cloth
Hospital gown

SELECTED AUDIOVISUAL MATERIALS

Filmstrip: *Making an Occupied Bed*. Trainex.

SELECTED REFERENCES

Being a Long-Term Care Nursing Assistant, pp. 50-51. Will and Eighmy.
Being a Nursing Assistant, 4th ed., pp. 124-128. H.R.E.T.
Practical Nursing, Vol. I. Oklahoma Department of Vocational and Technical Education.
Mosby's Textbook for Nursing Assistants, pp. 195-197. Sorrentino.

CONTENT/CONCEPT

6. MAINTAINING A CLEAN, SAFE ENVIRONMENT

TASK/COMPETENCY

6.15 Make a postoperative or recovery bed

----------------Application--------------

PROGRAM

NURSE'S ASSISTANT (17.0602)

COURSE

Nursing Assistant

6.15

PERFORMANCE OBJECTIVE

P6.15 Given the necessary linens, make a postoperative or recovery bed. All items on the instructor's checklist must be rated acceptable.

SELECTED ENABLING OBJECTIVES

E6.15.1 Identify specific linens required for a postoperative or recovery bed.

E6.15.2 Outline procedures to follow when making a recovery bed.

E6.15.3 Explain the reasons that postoperative beds are required.

CRITERION-REFERENCED MEASURE

C6.15 Postoperative or recovery bed made in accordance with criteria specified on instructor checklist; all items rated acceptable.

INSTRUCTOR'S CHECKLIST 6.15

DUTY: MAINTAINING A CLEAN, SAFE ENVIRONMENT

TASK: Make a postoperative or recovery bed

ACTIVITY: Make a postoperative or recovery bed

ITEM	RATING*	
	Acceptable	Unacceptable
1. Washed hands.		
2. Collected necessary supplies.		
3. Raised bed to proper height.		
4. Stripped bed, if necessary (holding dirty linen away from the body), and disposed of soiled linen.		
5. Made the foundation of the bed (one side).		
6. Placed top bedding on bed (one side).		
7. Completed the foundation portion of the bed.		
8. Finished top and bottom edges of top bedding; fanfolded top bedding lengthwise to the side of the bed opposite from the door of the room or widthwise to bottom of bed.		
9. Inserted pillow in pillow case and placed horizontal to headboard.		
10. Attached signal cord.		
11. Placed bed in correct position and set brake.		
12. Placed pull sheet and/or underpads on beds, if necessary.		
13. Placed specified equipment in room such as I.V. pole, stethescope, and blood pressure cuff.		

***All items must receive acceptable rating.**

Source: Nursing Assistance Occupations. V-TECS.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Show filmstrip Making a Post Operative, Recovery, or Surgical Bed (E6.15.1-E6.15.3).
2. Demonstrate to class making a postoperative or recovery bed (E6.15.1-E16.15.3).
3. Provide students with a copy of the checklist and discuss (E6.15.1-E6.15.3).

SELECTED TOOLS AND MATERIALS

Hospital beds
Linens
Rubber drawsheet or incontinent pads
Cotton bath blanket
Emesis basin
Handout: Instructor's checklist

SELECTED AUDIOVISUAL MATERIALS

Filmstrip: Making a Post Operative, Recovery, or Surgical Bed. Trainex.

SELECTED REFERENCES

Being a Nursing Assistant, 4th ed., pp. 121-123. H.R.E.T.
Mosby's Textbook for Nursing Assistants, pp. 200-201. Sorrentino.
Nursing Assistance Occupations, p.24. V-TECS.

CONTENT/CONCEPT

6. MAINTAINING A CLEAN, SAFE ENVIRONMENT

TASK/COMPETENCY

6.16 Demonstrate proper body mechanics

----------------Application--------------

PROGRAM

NURSE'S ASSISTANT (17.0602)

COURSE

Nursing Assistant

6.16

PERFORMANCE OBJECTIVE

P6.16 Given information and a demonstration of good body alignment, balance, and movement, demonstrate proper body mechanics. All items on an instructor-prepared checklist must be rated acceptable.

SELECTED ENABLING OBJECTIVES

E6.16.1 Identify terms related to body mechanics.

E6.16.2 Demonstrate the body movements of flexion, extension, adduction, and abduction.

E6.16.3 Demonstrate alignment and balance, and state the reason for the position of feet, knees, buttocks, abdomen, thorax, and head.

CRITERION-REFERENCED MEASURE

C6.16 Proper body mechanics demonstrated in accordance with instructor demonstration; all items on instructor-prepared checklist rated acceptable.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss with students reasons for using proper body mechanics (E6.16.1-E6.16.3).
2. Have students spell and define terminology related to body mechanics (E6.16.3).
3. Demonstrate all aspects of body mechanics (E6.16.2, E6.16.3).
4. Have students practice good body alignment and lifting techniques (E6.16.1-E6.16.3).

SELECTED TOOLS AND MATERIALS

Objects for lifting
Handout: Instructor-prepared checklist

SELECTED AUDIOVISUAL MATERIALS

Filmstrip: Lifting and Moving Patient. Trainex.

SELECTED REFERENCES

Being a Nursing Assistant, 4th ed., pp. 174-175. H.R.E.T.
Mosby's Textbook for Nursing Assistants, pp. 138-140. Sorrentino.
Nursing Skills for Allied Health Service, Vol. I, 3rd ed. Rambo and Wood.

CONTENT/CONCEPT

6. MAINTAINING A CLEAN, SAFE ENVIRONMENT

TASK/COMPETENCY

6.17 Position patient in bed

----------------Application--------------

PROGRAM

NURSE'S ASSISTANT (17.0602)

COURSE

Nursing Assistant

6.17

PERFORMANCE OBJECTIVE

P6.17 Given access to patient and hospital bed, position patient in the bed according to instructor demonstration so that patient's comfort and safety are maintained.

SELECTED ENABLING OBJECTIVES

E6.17.1 Identify and describe patient positions.

E6.17.2 Relate proper body mechanics to working with a patient.

E6.17.3 Describe safety concerns in positioning a patient.

E6.17.4 Outline procedures to follow when positioning a patient.

CRITERION-REFERENCED MEASURE

C6.17 Patient positioned in bed according to instructor demonstration; patient's comfort and safety maintained.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Review study of body mechanics (E6.17.2).
2. Emphasize all safety procedures to follow when positioning a patient (E6.17.3).
3. Discuss patient positioning (E6.17.1).
4. Demonstrate positioning a patient and have students practice the task (E6.17.1-E6.17.4).

SELECTED TOOLS AND MATERIALS

Hospital bed
Linens
Pillows
Mannequin

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Being a Long-Term Care Nursing Assistant, pp. 155-162. Will and Eighmy.
Being a Nursing Assistant, 4th ed., pp. 176-184. H.R.E.T.
Practical Nursing, Vol. I. Oklahoma Department of Vocational and Technical Education.
Mosby's Textbook for Nursing Assistants, pp. 140-153. Sorrentino.

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CONTENT/CONCEPT

6. MAINTAINING A CLEAN, SAFE ENVIRONMENT

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

6.18 Assist patient to maintain proper body alignment

COURSE

Nursing Assistant

6.18

PERFORMANCE OBJECTIVE

P6.18 Given a simulated situation, a patient/resident who needs to move from bed to wheelchair or bed to stretcher, and an instructor demonstration, assist the patient to move while maintaining proper body alignment. The correct move must be performed safely, causing no pain or injury, in accordance with instructor demonstration.

SELECTED ENABLING OBJECTIVES

E6.18.1 Demonstrate how to apply a transfer belt.

E6.18.2 List four principles related to transfer techniques.

E6.18.3 Demonstrate transferring the patient/resident to a wheelchair.

E6.18.4 Transfer the patient/resident, using a mechanical lift.

E6.18.5 Move the patient/resident to a stretcher.

E6.18.6 Demonstrate basic positions for the patient in bed.

CRITERION-REFERENCED MEASURE

C6.18 Patient assisted to maintain proper body alignment in a normal manner without causing pain or injury, in accordance with instructor demonstration.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Demonstrate how to apply transfer belt and move patient/resident to wheelchair with pivot transfer (E6.18.1, E6.18.3).
2. Discuss and demonstrate use of a mechanical lift (E6.18.4).
3. Demonstrate procedure of moving patient/resident from bed to stretcher (E6.18.5).
4. Illustrate basic positions for a patient/resident in bed (E6.18.6).
5. Have students practice each method of transfer (E6.18.1-E6.18.6).

SELECTED TOOLS AND MATERIALS

Bed
Wheelchair
Belt
Mechanical lift
Stretcher

SELECTED AUDIOVISUAL MATERIALS

Filmstrip: Patient Transfers and Ambulation. Trainex.

SELECTED REFERENCES

Being a Long-Term Care Nursing Assistant, pp. 163-166. Will and Eighmy.
Being a Nursing Assistant, 4th ed., pp. 184-192. H.R.E.T.
Mosby's Textbook for Nursing Assistants, pp. 156-172. Sorrentino.

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CONTENT/CONCEPT

6. MAINTAINING A CLEAN, SAFE ENVIRONMENT

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

6.19 Assist patient in performing prescribed range-of-motion exercises

COURSE

Nursing Assistant

6.19

PERFORMANCE OBJECTIVE

P6.19 Given a simulated situation with a patient who requires range-of-motion exercises, assist the patient in performing the prescribed range-of-motion exercises. Demonstration must include the correct prescribed exercise, performed in a normal manner without causing pain or injury, according to correct nursing procedures.

SELECTED ENABLING OBJECTIVES

E6.19.1 Describe aspects of the patient's mental and physical condition that may interfere with his/her ability to exercise joints.

E6.19.2 Demonstrate communicating patience, gentleness, and concern and explaining to patient the need to exercise all the joints that are involved.

E6.19.3 Use principles of proper alignment and body mechanics to avoid excessive fatigue for the patient.

E6.19.4 Define terms that apply to range-of-motion exercises.

E6.19.5 Demonstrate the technique for performing exercises on all joints. Include passive range-of-motion exercises.

CRITERION-REFERENCED MEASURE

C6.19 Patient assisted in performing prescribed range-of-motion exercises; the correct prescribed exercise performed in a normal manner without causing pain or injury and according to standard nursing procedure.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Review study of attitude and working with patients (E6.19.1, E6.19.2).
2. Have students review notes and handouts on proper body mechanics (E6.19.3).
3. Provide students with vocabulary and definitions related to range-of-motion exercises and discuss (E6.19.4).
4. Show filmstrip Range-of-Motion Exercises to Prevent Contractures and discuss (E6.19.4).
5. Demonstrate and then have students practice exercises for all joints (E6.19.5).

SELECTED TOOLS AND MATERIALS

None identified

SELECTED AUDIOVISUAL MATERIALS

Filmstrip: Range-of-Motion Exercises to Prevent Contractures. Trainex.

SELECTED REFERENCES

Being a Long-Term Care Nursing Assistant, pp. 170-177. Will and Eighmy.
Being a Nursing Assistant, 4th ed., pp. 422-427. H.R.E.T.
Mosby's Textbook for Nursing Assistants, pp. 339-343. Sorrentino.
Nursing Skills for Allied Health Services, Vol. I, 3rd ed. Rambo and Wood.

----------------Application--------------

CONTENT/CONCEPT

6. MAINTAINING A CLEAN, SAFE ENVIRONMENT

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

6.20 Assist patient to turn, cough, and deep breathe

COURSE

Nursing Assistant

6.20

PERFORMANCE OBJECTIVE

P6.20 Given an instructor demonstration and a simulated situation, assist a patient to turn, cough, and deep breathe. The nursing assistant must use proper body mechanics when assisting patient, and must turn and position patient correctly and safely, and have the patient cough and deep breathe correctly.

SELECTED ENABLING OBJECTIVES

E6.20.1 Relate proper body mechanics and technique for turning the patient.

E6.20.2 Describe the purpose of the deep breathing, coughing exercise.

E6.20.3 Explain the possible effects on the patient if not given the deep breathing, coughing exercises.

E6.20.4 Demonstrate technique for turning a patient.

CRITERION-REFERENCED MEASURE

C6.20 Proper body mechanics exhibited in assisting patient; patient turned and positioned correctly and safely, patient coughed and deep breathed correctly.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Have students review study of body mechanics (E6.20.1)
2. Discuss with class the purposes of coughing and deep breathing exercises (E6.20.2).
3. Have students perform research on pneumonia--causes, complications, treatment, and nursing care (E6.20.3).
4. Demonstrate proper techniques for turning patient and assisting patient to cough and deep breathe (E6.20.4).

SELECTED TOOLS AND MATERIALS

Bed
Linens
Pillows

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Being a Nursing Assistant, 4th ed., pp. 393-394. H.R.E.T.
Nursing Skills for Allied Health Services, Vol. I, 3rd ed. Rambo and Wood.

----------------Application--------------

CONTENT/CONCEPT

6. MAINTAINING A CLEAN, SAFE ENVIRONMENT

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

6.21 Assist patient with postural drainage and/or cupping as prescribed

COURSE

Nursing Assistant

6.21

PERFORMANCE OBJECTIVE

P6.21 Given a simulated situation, assist a patient with postural drainage and/or cupping as prescribed. All items on an instructor-prepared checklist must be rated acceptable.

SELECTED ENABLING OBJECTIVES

E6.21.1 Identify structures and functions of the respiratory system.

E6.21.2 Explain the purpose of postural drainage and its time element.

E6.21.3 Describe counterindications for postural drainage.

E6.21.4 Explain alternative positioning, according to age, tolerance, and physical conditions.

CRITERION-REFERENCED MEASURE

C6.21 Patient assisted with postural drainage and/or cupping; all items on instructor's checklist rated acceptable.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Have students review notes of the respiratory system and discuss (E6.21.1).
2. Discuss with class the purpose of postural drainage (E6.21.2).
3. Demonstrate methods of assisting patient with postural drainage and explain alternative positioning (E6.21.2-E6.21.4).

SELECTED TOOLS AND MATERIALS

Handout: Instructor-prepared checklist

SELECTED AUDIOVISUAL MATERIALS

Filmstrip: Physiology of Respiration. Trainex.

SELECTED REFERENCES

None identified

CONTENT/CONCEPT

6. MAINTAINING A CLEAN, SAFE ENVIRONMENT

TASK/COMPETENCY

6.22 Adjust side rails

----------------Application--------------

PROGRAM

NURSE'S ASSISTANT (17.0602)

COURSE

Nursing Assistant

6.22

PERFORMANCE OBJECTIVE

P6.22 Given various types of hospital beds, adjust side rails of each according to instructor's demonstration. Side rails must be raised and lowered smoothly and locked securely.

SELECTED ENABLING OBJECTIVES

E6.22.1 Describe the location and operation of various types of side rails.

E6.22.2 Explain the purposes of side rails.

CRITERION-REFERENCED MEASURE

C6.22 Side rails adjusted in accordance with instructor's demonstration and raised and lowered smoothly and locked securely.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Arrange for class to visit local health facility and see various types of hospital beds and side rails (E6.22.1).
2. Provide students with a demonstration on adjustment of side rails (E6.22.1, E6.22.2).
3. Have students list conditions which warrant the use of side rails (E6.22.2).

SELECTED TOOLS AND MATERIALS

Bed
Side rails
Local health agency policy manuals

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

None identified

--------------- Application ---------------

CONTENT/CONCEPT

6. MAINTAINING A CLEAN, SAFE ENVIRONMENT

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

6.23 Place footboard, overbed cradle, or egg crate mattress on bed

COURSE

Nursing Assistant

6.23

PERFORMANCE OBJECTIVE

P6.23 Given items required, position a footboard, overbed cradle, or egg crate mattress on a bed in accordance with instructor demonstration. Positioning must be correct for both the safety and comfort of the patient.

SELECTED ENABLING OBJECTIVES

E6.23.1 Identify footboard, overbed cradle, and egg crate mattress.

E6.23.2 Explain the uses of footboard or overbed cradle.

E6.23.3 Demonstrate procedures to follow when positioning a footboard, overbed cradle, or egg crate mattress.

CRITERION-REFERENCED MEASURE

C6.23 Footboard, overbed cradle, or egg crate mattress positioned on bed in accordance with instructor demonstration; positioning correct for safety and comfort of patient.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss with class reasons for changing the patient's position (E6.23.2).
2. Demonstrate the proper positioning of a footboard, overbed cradle, and egg crate mattress (E6.23.1-E6.23.3).
3. Have students practice placing footboard, overbed cradle, and egg crate mattress on a bed (E6.23.3).
4. Have students list 8 checkpoints of good body alignment (E6.23.1-E6.23.3).
5. Discuss two reasons for the application of a footboard, overbed cradle, and egg crate mattress (E6.23.2, E6.23.3).

SELECTED TOOLS AND MATERIALS

Bed
Linen
Footboard
Overbed cradle
Egg crate mattress

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Being a Nursing Assistant, 4th ed. pp. 108-109. H.R.E.T.
CBE Curriculum for Nursing Assistant, 3rd ed. West Virginia Department of Education.

----------------Application--------------

CONTENT/CONCEPT

6. MAINTAINING A CLEAN, SAFE ENVIRONMENT

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

6.24 Place alternating pressure mattress on bed

COURSE

Nursing Assistant

6.24

PERFORMANCE OBJECTIVE

P6.24 Given items needed, place an alternating pressure mattress on a bed and prepare the bed for occupancy. Mattress must be placed in accordance with standards on instructor-prepared checklist, and all items must be rated acceptable.

SELECTED ENABLING OBJECTIVES

E6.24.1 Explain situations in which an alternating mattress is used.

E6.24.2 Identify components and application of an alternating pressure mattress.

E6.24.3 Outline the steps to follow when placing an alternating pressure mattress on a bed.

CRITERION-REFERENCED MEASURE

C6.24 Alternating mattress placed on bed in accordance with standards on instructor-prepared checklist„ and all items rated acceptable.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Define terms and identify components of alternating pressure mattress (E6.24.2).
2. Have students read and report on decubitus ulcers: the cause, treatment, and nursing care (E6.24.1-E6.24.3).
3. Demonstrate procedures to follow when placing alternating pressure mattress on bed (E6.24.3).
4. Have students practice attaching hose (without kinks) to mattress and reading pressure gauge on pump accurately.

SELECTED TOOLS AND MATERIALS

Physician's orders
Hospital bed
Linens
Alternating mattress
Handout: Instructor-prepared checklist

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Being a Nursing Assistant, 4th ed. p. 108. H.R.E.T.
CBE Curriculum for Nursing Assistant, 3rd ed. West Virginia Department of Education.
Nursing Skills for Allied Health Services, Vol. I, 3rd ed. Rambo and Wood.

----------------Application--------------

CONTENT/CONCEPT

6. MAINTAINING A CLEAN, SAFE ENVIRONMENT

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

6.25 Apply restraints for safety

COURSE

Nursing Assistant

6.25

PERFORMANCE OBJECTIVE

P6.25 Given instructor demonstration and access to patient and various restraints, apply restraints to patient to restrict movement of the applicable parts. Restraints must be applied snugly, but patient's circulation must not be impaired.

SELECTED ENABLING OBJECTIVES

E6.25.1 Identify various restraints (waist, vest, extremities, others) and their proper usage.

E6.25.2 Identify methods used to apply various types of restraints.

E6.25.3 Describe situations in which restraints are necessary.

E6.25.4 Demonstrate tying different kinds of knots.

CRITERION-REFERENCED MEASURE

C6.25 Restraints applied in accordance with instructor demonstration; restraints applied snugly but without impairing patient's circulation.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss with students the use of restraints (E6.25.1).
2. Provide demonstration on applying restraints (E6.25.1, E6.25.2, E6.25.4).
3. Role play a patient care situation in which restraints must be applied. Participate as both a patient and member of the nursing team (E6.25.1, E6.25.2, E6.25.4).
4. Role play the explanation of the need for protective restraints to a patient (E6.25.1, E6.25.3, E6.25.4).
5. Have students read local health agency regulations regarding restraints (E6.25.1, E6.25.3).

SELECTED TOOLS AND MATERIALS

Local health agency regulations
Bed
Wheelchair
Chair
Restraints

SELECTED AUDIOVISUAL MATERIALS

Filmstrip: The Use of Protective Restraints. Trainex.

SELECTED REFERENCES

Being a Nursing Assistant, 4th ed. pp. 76, 109 H.R.E.T.
CBE Curriculum for Nursing Assistant, 3rd ed. West Virginia Department of Education.
Mosby's Textbook for Nursing Assistants, pp. 117-124. Sorrentino.

----------------Application--------------

CONTENT/CONCEPT

6. MAINTAINING A CLEAN, SAFE ENVIRONMENT

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

6.26 Apply heel and elbow protectors

COURSE

Nursing Assistant

6.26

PERFORMANCE OBJECTIVE

P6.26 Given access to patient and supplies needed, apply heel and elbow protectors according to instructor demonstration. Heel and elbow protectors should be applied snugly and properly without impeding circulation.

SELECTED ENABLING OBJECTIVES

E6.26.1 Identify heel and elbow protectors.

E6.26.2 Describe situations which necessitate use of heel and elbow protectors.

E6.26.3 Explain procedures to follow when applying heel and elbow protectors.

CRITERION-REFERENCED MEASURE

C6.26 Heel and elbow protectors applied in accordance with instructor demonstration; protectors applied snugly but without impairing patient's circulation.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Demonstrate proper application of heel and elbow protectors (E6.26.1, E6.26.3).
2. Discuss causes of decubitus ulcers (E6.26.3).
3. Invite a resource person to speak on decubitus ulcers (E6.26.2, E6.26.3).

SELECTED TOOLS AND MATERIALS

Bed
Linens
Heel protectors
Elbow protectors

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

None identified

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CONTENT/CONCEPT

6. MAINTAINING A CLEAN, SAFE ENVIRONMENT

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

6.27 Apply and care for anti-embolic stockings

COURSE

Nursing Assistant

6.27

PERFORMANCE OBJECTIVE

P6.27 Given a pair of anti-embolic stockings, apply and care for anti-embolic stockings according to instructor demonstration. Stockings must be of the correct size, applied correctly, and free of wrinkles.

SELECTED ENABLING OBJECTIVES

E6.27.1 Spell and define vocabulary related to anti-embolic stockings.

E6.27.2 Describe situations in which application of anti-embolic stockings are necessary.

E6.27.3 Demonstrate application of anti-embolic stockings.

E6.27.4 Explain how complications can be prevented.

CRITERION-REFERENCED MEASURE

C6.27 Anti-embolic stockings applied and cared for in accordance with instructor demonstration; stockings of correct size, applied correctly, and free of wrinkles.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Have students discuss the method of applying elastic stockings (E6.27.3).
2. Arrange for class to attend a demonstration of application of anti-embolic stockings (E6.27.3).
3. Role play a patient care situation in which a patient is to have anti-embolic stockings for the first time. Be sure to include a patient explanation of the treatment (E6.27.1-E6.27.4).

SELECTED TOOLS AND MATERIALS

Anti-embolic stockings

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Being a Nursing Assistant, 4th ed., pp. 404-405. H.R.E.T.
CBE Curriculum for Nursing Assistant, 3rd ed. West Virginia Department of Education.
Mosby's Textbook for Nursing Assistants, pp. 421-423. Sorrentino.

CONTENT/CONCEPT

6. MAINTAINING A CLEAN, SAFE ENVIRONMENT

TASK/COMPETENCY

6.28 Demonstrate terminal and concurrent cleaning

----------------Application----------------

PROGRAM

NURSE'S ASSISTANT (17.0602)

COURSE

Nursing Assistant

6.28

PERFORMANCE OBJECTIVE

P6.28 Given the necessary supplies and equipment, demonstrate terminal and concurrent cleaning. All items on an instructor-prepared checklist must be rated acceptable.

SELECTED ENABLING OBJECTIVES

E6.28.1 Differentiate between terminal and concurrent cleaning.

E6.28.2 Identify methods of cleaning equipment and supplies.

E6.28.3 State methods of transfer of microorganisms.

E6.28.4 Describe conditions necessary for growth and reproduction of microorganisms.

CRITERION-REFERENCED MEASURE

C6.28 Terminal and concurrent cleaning demonstrated with all items on instructor-prepared checklist rated acceptable.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Have students devise a list of the ways microorganisms are transferred (E6.28.4).
2. Describe conditions necessary for the growth and reproduction of microorganisms (E6.28.3).
3. Demonstrate terminal and concurrent cleaning (E6.28.1, E6.28.2).
4. Have students practice terminal and concurrent cleaning (E6.28.1, E6.28.2).

SELECTED TOOLS AND MATERIALS

Bed
Overbed table
Emesis basin
Bedpan
Basin
Linens/laundry bag
Bedside table
Disinfectant/green soap/brown soap/lysol
Water pitcher
Wash cloths
Towels

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Basic Nursing Procedures. Hornemann.

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CONTENT/CONCEPT

6. MAINTAINING A CLEAN, SAFE ENVIRONMENT

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

6.29 Clean utility/linen room

COURSE

Nursing Assistant

6.29

PERFORMANCE OBJECTIVE

P6.29 Given access to utility/linen room, supplies, equipment, and a placement diagram, clean the room according to instructor demonstration, and store all linens, supplies, and equipment according to diagram provided.

SELECTED ENABLING OBJECTIVES

E6.29.1 Interpret a diagram to locate supplies and equipment placement in utility room.

E6.29.2 Interpret a diagram to locate linen placement in the linen room.

E6.29.3 Demonstrate cleaning of small and large equipment.

E6.29.4 Demonstrate folding linens neatly.

CRITERION-REFERENCED MEASURE

C6.29 Utility/linen room cleaned in accordance with instructor demonstration and placement diagram.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Demonstrate for students proper cleaning of utility room and linen room (E6.29.3, E6.29.4).
2. Have students use a diagram to locate supplies and equipment in the utility room and linen room (E6.29.1, E6.29.2).
3. Provide diagrams of utility/linen rooms of local health facilities and review (E6.29.1, E6.29.2).
4. Discuss with students appropriate cleaning materials for various pieces of equipment (E6.29.3).

SELECTED TOOLS AND MATERIALS

Linens
Basins
Bedpans
Urinal
Scale
Wheelchair
Tubing
Stretcher
Enema tray
Prep tray
Specimen containers
Ice bags
K-pads
Hot water bottles
I.V. poles
Cart
Cleaning supplies
Handout: Diagram of utility/linen rooms

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

None identified

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CONTENT/CONCEPT

6. MAINTAINING A CLEAN, SAFE ENVIRONMENT

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

6.30 Perform safety procedures related to patient care

COURSE

Nursing Assistant

6.30

PERFORMANCE OBJECTIVE

P6.30 Given a written test that lists situations involving accidents and patient care, identify the unsafe conditions and list safety rules with 100% accuracy.

SELECTED ENABLING OBJECTIVES

E6.30.1 List seven threats to patient safety.

E6.30.2 List four reasons the elderly may be more vulnerable to accidents.

E6.30.3 List three ways to prevent the patient from falling.

E6.30.4 Explain the responsibility of a nursing assistant in reporting an accident.

E6.30.5 Describe safety precautions regarding wheelchairs and stretchers.

E6.30.6 Explain three ways to prevent patients from choking.

E6.30.7 Outline safety rules regarding use of oxygen.

CRITERION-REFERENCED MEASURE

C6.30 Unsafe conditions identified and safety rules listed with 100% accuracy on a written test.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Show filmstrip and discuss (E6.30.1-E6.30.7).
2. Discusss safety and how it applies to daily living. Have students describe situations at home that might illustrate dangers (E6.30.1, E6.30.2).
3. Discuss appropriate health care personnel to whom to report safety-related details and incidents and the importance of such reports (E6.30.4).
4. Review safety policies of a local health care institution (E6.30.1, E6.30.2, E6.30.4, E6.30.7).
5. Invite a speaker from a nursing home to discuss safety and accident prevention with the elderly (E6.30.1-E6.30.3, E6.30.5-E6.30.7).
6. In a hunt-and-find exercise, have the students tour a nursing home facility and find four ways safety is being practiced and any unsafe situations they can identify. List the items, and report in class. Discuss how the unsafe situations should be corrected to prevent accidents. Report unsafe conditions to proper channels (E6.30.1-E6.30.7).

SELECTED TOOLS AND MATERIALS

Wheelchair
Protective safety restraints
Stretcher
Local health care facilities safety policies
Instructor-prepared test

SELECTED AUDIOVISUAL MATERIALS

Filmstrip: Patient Safety: From Thermometers to Wheelchair. Trainex.

SELECTED REFERENCES

Being a Long-Term Care Nursing Assistant, pp. 19-26. Will and Eighmy.
The Geriatric Assistant, pp. 151-159. Mummah and Smith.
Mosby's Textbook for Nursing Assistants, pp. 111-115. Sorrentino.
Being a Nursing Assistant, 4th ed., pp. 65-72, 76-78. H.R.E.T.

-----------------Application--------------

CONTENT/CONCEPT

6. MAINTAINING A CLEAN, SAFE ENVIRONMENT

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

6.31 Perform safety procedures related to environment

COURSE

Nursing Assistant

6.31

PERFORMANCE OBJECTIVE

P6.31 Given a written test that list situations involving environmental accidents, identify the unsafe conditions and list safety rules with 100% accuracy.

SELECTED ENABLING OBJECTIVES

E6.31.1 Describe general rules of institutional safety.

E6.31.2 Outline basic steps in reporting accidents.

E6.31.3 List accidents common in health care environments.

E6.31.4 List physical areas of a health care facility that are particularly vulnerable to accidents.

CRITERION-REFERENCED MEASURE

C6.31 Unsafe conditions identified and safety rules listed with 100% accuracy on a written test.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss general safety precautions that are also important in a health care setting (E6.31.1, E6.31.3).
2. Invite a speaker from a health care facility to discuss on-the-job environmental safety (E6.31.1, E6.31.3, E6.31.4).
3. Have students prepare a flowchart to illustrate health care personnel's responsibility and procedure in reporting accidents; emphasize duties of the nursing assistant (E6.31.2).
4. Discuss what, if anything, to do if a visitor brings an electric appliance (e.g. radio, TV, fan, air cleaner) to a patient during a visit at a nursing home (E6.31.1-E6.31.4).

SELECTED TOOLS AND MATERIALS

Local health care facilities' safety policies
Instructor-prepared test

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Being a Long-Term Care Nursing Assistant, pp. 19-26. Will and Eighmy.
Geriatric Assistant, pp. 151-159. Mummah and Smith.
Mosby's Textbook for Nursing Assistants, pp. 111-115. Sorrentino.
Being a Nursing Assistant, 4th ed., pp. 65-72. H.R.E.T.

----------------Application--------------

CONTENT/CONCEPT

6. MAINTAINING A CLEAN, SAFE ENVIRONMENT

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

6.32 Demonstrate fire safety procedures

COURSE

Nursing Assistant

6.32

PERFORMANCE OBJECTIVE

P6.32 Given a written test that lists situations involving fires, identify unsafe conditions and list safety rules with 100% accuracy.

SELECTED ENABLING OBJECTIVES

E6.32.1 Identify different types of fire extinguishers and the type of fire to which each relates.

E6.32.2 Describe ways to prevent fires.

E6.32.3 List procedures a nursing assistant should follow in the safe and orderly evacuations of a health care facility.

E6.32.4 Outline safety rules regarding use of oxygen.

CRITERION-REFERENCED MEASURE

C6.32 Unsafe conditions identified and safety rules listed with 100% accuracy on a written test.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Invite a firefighter to speak to the class about fire safety and fire prevention (E6.32.1, E6.32.2, E6.32.3).
2. Arrange for class to tour school and diagram location of fire extinguishers, indicating type and operation (E6.32.1, E6.32.2).
3. Have students write to various health facilities and request their "disaster plan" and make reports on their findings to the class (E6.32.3, E6.32.3).
4. Discuss with class the dangers involved in use of oxygen (E6.32.4).

SELECTED TOOLS AND MATERIALS

Nozzle type extinguisher (carbon dioxide)
Hose type extinguisher (soda/acid, water, foam)
Lever type extinguisher (dry chemical)

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Being a Long-Term Care Nursing Assistant, pp. 30-33. Will and Eighmy.
Mosby's Textbook for Nursing Assistants, pp. 125-126. Sorrentino
Being a Nursing Assistant, 4th ed., pp. 73-75. H.R.E.T.

----------------Application--------------

CONTENT/CONCEPT

6. MAINTAINING A CLEAN, SAFE ENVIRONMENT

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

6.33 Use fire extinguishers

COURSE

Nursing Assistant

6.33

PERFORMANCE OBJECTIVE

P6.33 Given access to three types of operational fire extinguishers, demonstrate their use safely and correctly in accordance with manufacturer's specifications.

SELECTED ENABLING OBJECTIVES

E6.33.1 Identify different types of fire extinguishers and the type of fire to which each relates.

E6.33.2 Outline procedures for safely handling and operating fire extinguishers.

CRITERION-REFERENCED MEASURE

C6.33 Fire extinguishers used safely and correctly in accordance with manufacturer's specifications.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Provide class with a demonstration of various types of fire extinguishers and their operation and appropriate use (E6.33.1, E6.33.2).
2. Arrange for class to tour school and diagram location of fire extinguishers and indicate type and operation (E6.33.1).
3. Have class examine manufacturer's directions for using various types of fire (E6.33.1, E6.33.2).

SELECTED TOOLS AND MATERIALS

Nozzle type extinguisher (carbon dioxide)
Hose type extinguisher (soda/acid, water, foam)
Lever type extinguisher (dry chemical)

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Being a Long-Term Care Nursing Assistant, pp. 30-33. Will and Eighmy.
Being a Nursing Assistant, 4th ed., pp. 73-75. H.R.E.T.
Mosby's Textbook for Nursing Assistants, pp. 125-126. Sorrentino.

CONTENT/CONCEPT AREA

7. DEVELOPING BASIC NURSING SKILLS

TASKS/COMPETENCIES

7.1 Apply unsterile cold compress
7.2 Administer hot soaks
7.3 Administer a sitz bath
7.4 Apply ace bandage
7.5 Administer heat lamp treatment
7.6 Apply unsterile warm compress
7.7 Apply hot water bottle or aqua K-pad
7.8 Apply ice bag
7.9 Assist patient to sit on side of bed
7.10 Assist with indwelling urinary catheter care
7.11 Maintain closed urinary drainage system
7.12 Perform postmortem care on a mannequin
7.13 Collect a clean-catch urine specimen
7.14 Collect a 24-hour urine specimen
7.15 Collect a sputum specimen
7.16 Collect a stool specimen
7.17 Measure and record contents of gastric and intestinal drainage bottles
7.18 Give perineal care (unsterile)
7.19 Prepare and give a vaginal douche
7.20 Prepare and give an enema
7.21 Measure and record blood pressure
7.22 Measure and record apical pulse
7.23 Measure and record radial pulse
7.24 Measure and record temperature (oral, rectal, axillary)
7.25 Measure and record height and weight
7.26 Measure and record respiration
7.27 Measure weight, using a wheelchair, mechanical lift, or electronic bedscale
7.28 Test urine for sugar and acetone
7.29 Insert a glycerine rectal suppository
7.30 Insert a rectal tube
7.31 Assist with applying and removing braces
7.32 Assist with crutch walking
7.33 Assist with dressing and undressing
7.34 Assist patient in ambulation
7.35 Assist patient in using parallel bars for ambulation
7.36 Assist patient in standing
7.37 Shave, or assist male patient with shaving
7.38 Care for, or help patient care for, hair
7.39 Give a backrub
7.40 Give skin care
7.41 Give skin care to a patient in cast/traction
7.42 Give skin care to a patient in restraints

TASKS/COMPETENCIES (CONTINUED)

7.43 Give, or assist with, bed bath
7.44 Give skin care to a patient with decubitus ulcer
7.45 Give, or assist with, a partial bath
7.46 Assist a patient to take a shower
7.47 Give, or assist with, a tub bath
7.48 Give oral hygiene
7.49 Give denture care
7.50 Move a patient from bed to stretcher, using three-person lift
7.51 Move a patient from stretcher to bed, using transfer sheet
7.52 Assist a patient who can stand to move to and from a wheelchair, shower chair, or Gerri-chair
7.53 Transer a helpless patient to and from bed to shower chair, wheelchair, or Gerri-chair
7.54 Transport a patient by wheelchair
7.55 Transport a patient by stretcher
7.56 Assist with admission of a patient
7.57 Assist with transfer of a patient
7.58 Assist with discharge of a patient
7.59 Strain urine
7.60 Assist with preparation for surgery
7.61 Prepare a unit to receive a patient from operating room
7.62 Give a.m. care
7.63 Give p.m. care
7.64 Assist with physical examination
7.65 Transfer a patient, using a mechanical lift
7.66 Drape a patient for physical examination/treatment
7.67 Assist with a whirlpool bath
7.68 Transfer a patient to bedside commode
7.69 Assist a patient with walker and quad cane use
7.70 Clean and beautify fingernails
7.71 Care for resident/patient's personal belongings
7.72 Demonstrate reality orientation techniques
7.73 Identify ways to assist with care of a terminal patient/resident
7.74 Assist a patient with special needs in activities of daily living
7.75 Assist with patient teaching, as prescribed

---------------Application--------------

CONTENT/CONCEPT

7. DEVELOPING BASIC NURSING SKILLS

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

7.1 Apply unsterile cold compress

COURSE

Nursing Assistant

7.1

PERFORMANCE OBJECTIVE

P7.1 Given basin, ice, compress, protective sheets, and towels, apply an unsterile cold compress to a designated area. The compress must be applied in accordance with instructor demonstration, and with all items on the instructor's checklist rated acceptable.

SELECTED ENABLING OBJECTIVES

E7.1.1 Recall study of the circulatory system and relate the effect of temperature.

E7.1.2 Compare and contrast hypothermia/hyperthermia.

E7.1.3 Describe uses of cold compresses and complication of application.

CRITERION-REFERENCED MEASURE

C7.1 Unsterile cold compress applied in accordance with instructor demonstration and with all items on instructor's checklist rated acceptable.

INSTRUCTOR'S CHECKLIST 7.1

DUTY: DEVELOPING BASIC NURSING SKILLS

TASK: Apply Unsterile Cold Compress

ACTIVITY: Apply unsterile cold compress to a designated area

ITEM	RATING*	
	Acceptable	Unacceptable
1. Washed hands.		
2. Identified patient.		
3. Explained procedure.		
4. Positioned patient in appropriate position for treatment.		
5. Placed cold solution in basin.		
6. Protected bed linen during treatment.		
7. Placed compress in solution; wrung out well to prevent dripping.		
8. Applied to designated area.		
9. Checked pulses in related area.		
10. Kept compress cold by changing compress every 2-3 minutes or by applying plastic over compress with an ice bag.		
11. Checked area frequently for blueness or paleness.		
12. Continued treatment for specified period.		
13. Dried patient after treatment.		
14. Made patient comfortable.		

*All items must receive acceptable rating.

INSTRUCTOR'S CHECKLIST 7.1 (Continued)

DUTY: DEVELOPING BASIC NURSING SKILLS

TASK: Apply Unsterile Cold Compress

ACTIVITY: Apply unsterile cold compress to a designated area

ITEM	RATING*	
	Acceptable	Unacceptable
15. Reported treatment and patient's response.		

***All items must receive acceptable rating.**

Source: Nursing Assistance Occupations. V-TECS.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Review and discuss the circulatory system (E7.1.1).
2. Arrange for students to visit the library and research hypothermia/hyperthermia (E7.1.2).
3. Provide a demonstration of cold compress application and describe the complication of application (E7.1.3).
4. Distribute checklists and have students practice each step (E7.1.1-E7.1.3).

SELECTED TOOLS AND MATERIALS

Basin
Ice/water
Piece of plastic
Compressor
Towels
Handout: Instructor's checklist

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Nursing Assistance Occupations, p. 60. V-TECS.

-----------------Application--------------

CONTENT/CONCEPT

7. DEVELOPING BASIC NURSING SKILLS

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

7.2 Administer hot soaks

COURSE

Nursing Assistant

7.2

PERFORMANCE OBJECTIVE

P7.2 Given a protective sheet, basin, bath thermometer, and solution, administer hot soaks. The patient must be positioned safely and properly, the designated area must be immersed the prescribed length of time, and the correct water temperature must be maintained. All standard nursing care procedures must be followed.

SELECTED ENABLING OBJECTIVES

E7.2.1 Read a bath thermometer.

E7.2.2 Outline procedures to administer a hot soak.

E7.2.3 Explain complication of hot soaks.

E7.2.4 Explain purpose of hot soaks.

CRITERION-REFERENCED MEASURE

C7.2 Hot soaks administered to the designated area for the prescribed length of time; patient positioned safely and properly, correct water temperature maintained, and all standard nursing care procedures followed.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Review reading a bath thermometer (E7.2.1).
2. Demonstrate the application of hot soaks (E7.2.2).
3. Have students read appropriate references, then discuss the purposes of hot soaks and complication of hot soaks (E7.2.3, E7.2.4).
4. Have students practice application of hot soaks (E7.2.2).

SELECTED TOOLS AND MATERIALS

Protective sheet
Basin
Bath thermometer
Solution

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Being a Nursing Assistant, 4th ed., pp. 339. H.R.E.T.
Nursing Assistance Occupations, p. 61. V-TECS.

----------------Application--------------

CONTENT/CONCEPT

7. DEVELOPING BASIC NURSING SKILLS

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

7.3 Administer a sitz bath

COURSE

Nursing Assistant

7.3

PERFORMANCE OBJECTIVE

P7.3 Given bath towels, thermometer, bath blanket, a rubber ring or a portable sitz, administer a sitz bath; all items on instructor's checklist must be rated acceptable.

SELECTED ENABLING OBJECTIVES

E7.3.1 Explain a physical condition which may warrant the use of a sitz bath.

E7.3.2 Describe safety as related to patient transfer from bed to bathtub.

E7.3.3 Describe treatment for fainting.

E7.3.4 Explain how to set up a portable sitz bath.

E7.3.5 Demonstrate reading a bath thermometer accurately.

CRITERION-REFERENCED MEASURE

C7.3 Sitz bath administered; all items on instructor's checklist rated acceptable.

INSTRUCTOR'S CHECKLIST 7.3

DUTY: DEVELOPING BASIC NURSING SKILLS

TASK: Administer a Sitz Bath

ACTIVITY: Administer a sitz bath

ITEM	RATING*	
	Acceptable	Unacceptable
1. Washed hands.		
2. Identified patient.		
3. Explained procedure.		
4. Filled tub 1/3-1/2 full.		
5. Placed rubber ring on bottom of tub and covered with towel.		
6. Had patient void.		
7. Checked temperature of the water. Water temperature in accordance with instructions, normally 100 -110 F or 39 - 44 C.		
8. Assisted patient into tub, having patient sit on ring.		
9. Placed bath blanket around shoulders to prevent chilling.		
10. Allowed patient to stay in tub designated time (20-30 minutes).		
11. Was alert to patient faintness.		
12. Assisted patient from tub and in drying.		
13. Helped patient back to room.		
14. Cleaned tub.		

***All items must receive acceptable rating.**

DUTY: DEVELOPING BASIC NURSING SKILLS

TASK: Administer a Sitz Bath

ACTIVITY: Administer a sitz bath

ITEM	RATING*	
	Acceptable	Unacceptable
15. Removed soiled linens and equipment.		
16. Recorded procedure and observations.		

***All items must receive acceptable rating.**

Source: Nursing Assistance Occupations. V-TECS.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Review reading a bath thermometer (E7.3.5).
2. Outline the reasons for administering a sitz bath (E7.3.1).
3. Discuss all safety precautions to be observed (E7.3.2, E7.3.3).
4. Provide an instructor demonstration of administering a sitz bath, using a bathtub with rubber ring or a portable sitz (E7.3.1-E7.3.5).

SELECTED TOOLS AND MATERIALS

Handout: Instructor's checklist
Portable sitz bath
Rubber ring
Bath thermometer
Bath towels
Bath blanket

SELECTED AUDIOVISUAL MATERIALS

Filmstrip/Cassette: Transfer Activities and Ambulation. Trainex.

SELECTED REFERENCES

Being a Nursing Assistant, 4th ed. pp. 349-350. H.R.E.T.
Mosby's Textbook for Nursing Assistants, pp. 374-375. Sorrentino.
Nursing Assistance Occupations, p. 62. V-TECS.

CONTENT/CONCEPT

7. DEVELOPING BASIC NURSING SKILLS

TASK/COMPETENCY

7.4 Apply ace bandage

----------------Application--------------

PROGRAM

NURSE'S ASSISTANT (17.0602)

COURSE

Nursing Assistant

7.4

PERFORMANCE OBJECTIVE

P7.4 Given an ace bandage, instructor demonstration, and a simulated situation, apply an ace bandage to a designated area. The bandage must be applied in accordance with the demonstration, patient safety and comfort must be maintained, and all standard nursing procedures must be followed.

SELECTED ENABLING OBJECTIVES

E7.4.1 Explain uses of an ace bandage.

E7.4.2 Demonstrate procedures to follow when applying an ace bandage

E7.4.3 Describe signs of impaired circulation.

CRITERION-REFERENCED MEASURE

C7.4 Ace bandage applied to designated area in accordance with instructor demonstration; patient safety and comfort maintained, and all standard nursing care procedures followed.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss with class the uses of an ace bandage (E7.4.1).
2. Demonstrate the proper application of an ace bandage (E7.4.2).
3. Have students practice applying ace bandages (E7.4.2).
4. Have students list and discuss signs of impaired circulation (E7.4.3).

SELECTED TOOLS AND MATERIALS

Elastic or ace bandage
Tape
Metal clips or safety pins

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Mosby's Textbook for Nursing Assistants, p. 423. Sorrentino.
Nursing Assistance Occupations, p. 63. V-TECS.

----------------Application--------------

CONTENT/CONCEPT

7. DEVELOPING BASIC NURSING SKILLS

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

7.5 Administer heat lamp treatment

COURSE

Nursing Assistant

7.5

PERFORMANCE OBJECTIVE

P7.5 Given a heat lamp, a simulated situation, and an instructor demonstration, administer heat lamp treatment. Lamp should be positioned 18 inches from the skin, only the designated skin area treated for the specific time indicated, and patient safety and comfort maintained. All standard nursing care procedures must be followed.

SELECTED ENABLING OBJECTIVES

E7.5.1 Explain the reasons for heat lamp application.

E7.5.2 Describe the effects of heat lamp application.

E7.5.3 Relate the steps to follow in giving a heat lamp application.

E7.5.4 Demonstrate various methods of draping.

CRITERION-REFERENCED MEASURE

C7.5 Heat lamp treatment administered in accordance with instructor demonstration, and all standing nursing care procedures followed.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Have students read appropriate references and discuss the reasons and effects of heat lamp applications (E7.5.1, E7.5.2).
2. Demonstrate for the class the proper procedures to follow when giving a heat lamp application (E7.5.3).
3. Discuss the purpose of draping, and have students practice draping and administering heat lamp treatment (E7.5.4).

SELECTED TOOLS AND MATERIALS

Heat lamp
Bath towels
Bath blanket
Yardstick or tape measure

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Being a Nursing Assistant, 4th ed. pp. 346-347. H.R.E.T.
Mosby's Textbook for Nursing Assistants, pp. 377-378. Sorrentino.
Nursing Assistance Occupations, p. 64. V-TECS.

CONTENT/CONCEPT

7. DEVELOPING BASIC NURSING SKILLS

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

7.6 Apply unsterile warm compress

COURSE

Nursing Assistant

7.6

PERFORMANCE OBJECTIVE

P7.6 Given basin, compresses, lubricant, protective sheet, bath thermometer, and solution, apply an unsterile warm compress to a designated area. All items on the instructor's checklist must be rated acceptable.

SELECTED ENABLING OBJECTIVES

E7.6.1 Differentiate among compress, pack, and soak.

E7.6.2 Differentiate between moist and dry heat.

E7.6.3 State the effects of heat on the skin and circulatory system.

E7.6.4 Identify procedures to follow when applying warm compress.

CRITERION-REFERENCED MEASURE

C7.6 Unsterile warm compress applied; all items on instructor's checklist rated acceptable.

DUTY: DEVELOPING BASIC NURSING SKILLS

TASK: Apply Unsterile Warm Compress

ACTIVITY: Apply an unsterile warm compress to a designated area

ITEM	RATING*	
	Acceptable	Unacceptable
1. Identified patient.		
2. Explained procedure.		
3. Washed hands.		
4. Placed patient in comfortable position.		
5. Protected bed linen during treatment.		
6. Lubricated skin around area to be treated.		
7. Checked temperature of solution with solution thermometer; temperature should not exceed 115°-120° F or 47°-49° C.		
8. Dipped compress in solution, wrung out, and applied to area to be treated.		
9. Covered with plastic wrapping or towel to maintain heat.		
10. Reheated compresses by dipping again.		
11. Checked area frequently for signs of redness.		
12. After completion of treatment, washed off petroleum jelly.		
13. Dried patient.		
14. Cleaned and replaced equipment.		

*All items must receive acceptable rating.

DUTY: DEVELOPING BASIC NURSING SKILLS

TASK: Apply Unsterile Warm Compress

ACTIVITY: Apply an unsterile warm compress to a designated area

ITEM	RATING*	
	Acceptable	Unacceptable
15. Reported procedure and patient's response.		

***All items must receive acceptable rating.**

Source: Nursing Assistance Occupations. V-TECS.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Have students review and discuss the circulatory system and the effects of heat on the skin (E7.6.3).
2. Define: compress, pack, soak, moist heat, and dry heat (E7.6.1, E7.6.2).
3. Have students research and discuss the differences in dry and moist heat treatment (E7.6.2).
4. Have students practice the application of an unsterile warm compress. Time the length the compress remains warm (E7.6.4).

SELECTED TOOLS AND MATERIALS

Compress
Lubricant
Waterproof bed protector
Bath thermometer
Solution
Wrist watch
Basin
Handout: Instructor's checklist

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Being a Nursing Assistant, 4th ed., p. 339. H.R.E.T.
Mosby's Textbook for Nursing Assistants, pp. 369-372. Sorrentino.
Nursing Assistance Occupations, p. 66. V-TECS.

CONTENT/CONCEPT

7. DEVELOPING BASIC NURSING SKILLS

----------------Application-------------- PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

7.7 Apply hot water bottle or aqua K-pad

COURSE

Nursing Assistant

7.7

PERFORMANCE OBJECTIVE

P7.7 Given a hot water bottle, aquathermia pad, protective covering, and a bath thermometer, apply the hot water bottle or aqua K-pad to the designated area. All items on an instructor-prepared checklist must be rated acceptable.

SELECTED ENABLING OBJECTIVES

E7.7.1 List reasons for the application of a hot water bottle or aqua K-pad.

E7.7.2 Explain methods to care for a hot water bottle or aqua K-pad.

E7.7.3 Identify precautions related to application of a hot water bottle or aqua K-pad.

E7.7.4 Describe procedures used in applying a hot water bottle.

E7.7.5 Explain procedures used in operating aquathermia unit and applying K-pad.

CRITERION-REFERENCED MEASURE

C7.7 Hot water bottle or aqua K-pad applied; all items on instructor-prepared checklist rated acceptable.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss with class treatments which warrant the use of a hot water bottle or aqua K-pad (E7.7.1).
2. Show filmstrip Local Application of Heat and Cold and discuss (E7.7.3).
3. Provide instructor demonstration of hot water bottle application (E7.7.4).
4. Have students practice filling a hot water bottle, releasing the excess air, and demonstrating proper care of a hot water bottle (E7.7.2).
5. Demonstrate the operation of aquathermia unit and application of K-pad (E7.7.5).

SELECTED TOOLS AND MATERIALS

Hot water bottle
Protective covering
Bath thermometer
Distilled water
Aquathermia unit

Handout: Instructor-prepared checklist

SELECTED AUDIOVISUAL MATERIALS

Filmstrip/Cassette: Local Application of Heat and Cold. Trainex.

SELECTED REFERENCES

Being a Nursing Assistant, 4th ed., p. 348. H.R.E.T.
Mosby's Textbook for Nursing Assistants, pp. 327-332. Sorrentino.
Nursing Assistance Occupations, p. 68. V-TECS.

CONTENT/CONCEPT

7. DEVELOPING BASIC NURSING SKILLS

TASK/COMPETENCY

7.8 Apply ice bag

----------------Application--------------

PROGRAM

NURSE'S ASSISTANT (17.0602)

COURSE

Nursing Assistant

7.8

PERFORMANCE OBJECTIVE

P7.8 Given instructor demonstration, an ice bag, protective covering, and a simulated situation, apply an ice bag to a designated area. All items on the instructor's checklist must be rated acceptable.

SELECTED ENABLING OBJECTIVES

E7.8.1 Identify the effects of cold on the skin and circulatory system.

E7.8.2 Explain the purpose of the ice bag.

E7.8.3 Describe symptoms of shock as related to cold applications.

E7.8.4 Outline the procedure to follow when applying an ice bag.

CRITERION-REFERENCED MEASURE

C7.8 Ice bag applied; all items on instructor's checklist rated acceptable.

INSTRUCTOR'S CHECKLIST 7.8

DUTY: DEVELOPING BASIC NURSING SKILLS

TASK: Apply Ice Bag

ACTIVITY: Apply ice bag to a designated area

ITEM	RATING*	
	Acceptable	Unacceptable
1. Identified patient.		
2. Explained procedure.		
3. Washed hands.		
4. Filled ice bag three-quarters full.		
5. Removed excess air.		
6. Protected patient and bed linen from dampening.		
7. Placed ice bag on affected area with protective cover between bag and patient.		
8. Checked patient at one hour intervals. Observed skin area for paleness or bluish tinge, for tingling, and for loss of sensation.		
9. Removed bag at end of treatment.		
10. Emptied and stored bag.		
11. Reported treatment.		

*All items must receive acceptable rating.

Source: Nursing Assistance Occupations. V-TECS.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Review study of the circulatory system and effects of cold on skin (E7.8.1).
2. Discuss ice bag application (E7.8.1, E7.8.2).
3. Invite a resource person to discuss treatment of shock relating to cold applications (E7.8.3).
4. Provide a teacher demonstration of filling, wrapping, and applying the ice bag to the affected area (E7.8.4).
5. Have students practice filling, wrapping, and applying the ice bag (E7.8.4)

SELECTED TOOLS AND MATERIALS

Ice bag
Protective cover
Handout: Instructor's checklist

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Being a Nursing Assistant, 4th ed., pp. 344-345. H.R.E.T.
Mosby's Textbook for Nursing Assistants, pp. 380-381. Sorrentino.
Nursing Assistance Occupations, p. 69. V-TECS.

CONTENT/CONCEPT

7. DEVELOPING BASIC NURSING SKILLS

TASK/COMPETENCY

7.9 Assist patient to sit on side of bed

----------------Application--------------

PROGRAM

NURSE'S ASSISTANT (17.0602)

COURSE

Nursing Assistant

7.9

PERFORMANCE OBJECTIVE

P7.9 Given a bath blanket and pillow, assist a patient to sit on the side of the bed. All items on the instructor's checklist must be rated acceptable.

SELECTED ENABLING OBJECTIVES

E7.9.1 Define dangle.

E7.9.2 Recall study of body mechanics for lifting and moving the patient to a sitting position.

E7.9.3 Explain the purpose of dangling.

E7.9.4 List signs of fainting.

E7.9.5 State the steps to follow in assisting the patient to sit on the side of the bed.

CRITERION-REFERENCED MEASURE

C7.9 Patient assisted to sit on side of bed with all items on instructor's checklist rated acceptable.

INSTRUCTOR'S CHECKLIST 7.9

DUTY: DEVELOPING BASIC NURSING SKILLS

TASK: Assist Patient to Sit on Side of Bed

ACTIVITY: Assist the patient to sit on the side of the bed

ITEM	RATING*	
	Acceptable	Unacceptable
1. Identified patient.		
2. Explained the procedure.		
3. Assembled robe, slippers or shoes, and foot stool.		
4. Washed hands.		
5. Elevated head of bed gradually.		
6. Draped patient with bath blankets, and positioned top bed covers to foot of bed.		
7. Placed one arm under the patient's knees and the other one under the shoulders of the patient.		
8. Turned patient slowly toward edge of bed, using good body mechanics; allowed patient's legs to hang over the side of the bed.		
9. Checked patient's pulse and respirations.		
10. Instructed patient to swing legs.		
11. Dangled for designated length of time, remaining with patient throughout.		
12. Returned pillow to head of bed.		
13. Returned patient to bed position.		
14. Rechecked patient's pulse and respirations.		

*All items must receive acceptable rating.

INSTRUCTOR'S CHECKLIST 7.9 (Continued)

DUTY: DEVELOPING BASIC NURSING SKILLS

TASK: Assist Patient to Sit on Side of Bed

ACTIVITY: Assist the patient to sit on the side of the bed

ITEM	RATING*	
	Acceptable	Unacceptable
15. Made patient comfortable.		
16. Recorded observations and procedures.		

***All items must receive acceptable rating.**

Source: Nursing Assistance Occupations. V-TECS.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Show and discuss filmstrip Lifting and Moving Patients (E7.9.1, E7.9.2).
2. Review signs of fainting (E7.9.4).
3. Provide a teacher demonstration of dangling and discuss the purpose (E7.9.2-E7.9.5).
4. Distribute copies of the instructor's checklist and discuss each step (E7.9.1-E7.9.5).

SELECTED TOOLS AND MATERIALS

Footstool
Pillow
Bath blanket
Bed
Handout: Instructor's checklist

SELECTED AUDIOVISUAL MATERIALS

Filmstrip/Cassette: Lifting and Moving Patients. Trainex.

SELECTED REFERENCES

Mosby's Textbook for Nursing Assistants, pp. 153-155. Sorrentino.
Nursing Assistance Occupations, p. 73. V-TECS.

----------------Application--------------

CONTENT/CONCEPT

7. DEVELOPING BASIC NURSING SKILLS

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

7.10 Assist with indwelling urinary catheter care

COURSE

Nursing Assistant

7.10

PERFORMANCE OBJECTIVE

P7.10 Given an instructor demonstration and a mannequin with a Foley catheter, assist with indwelling urinary catheter care by connecting catheter to drainage bag, using sterile technique. All items on an instructor-prepared checklist must be rated acceptable.

SELECTED ENABLING OBJECTIVES

E7.10.1 Explain the purposes of the Foley catheter.

E7.10.2 State the differences between the Foley catheter and the French catheter.

E7.10.3 Differentiate between aseptic and sterile techniques.

E7.10.4 Explain how to position tubing and determine the length of tubing.

CRITERION-REFERENCED MEASURE

C7.10 Catheter connected to drainage bag using sterile technique; all items on instructor-prepared checklist rated acceptable.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Review anatomy and physiology of the urinary system (E7.10.1-E7.10.4).
2. Devise a transparency to illustrate the purpose of catheters (E7.10.2).
3. Show Closed Urinary Drainage System, and discuss with class (E7.10.3).
4. Explain procedures and precautions to follow when connecting catheter to drainage bag (E7.10.4).

SELECTED TOOLS AND MATERIALS

Foley catheter
French catheter
Closed drainage bag
Tubing
Mannequin

SELECTED AUDIOVISUAL MATERIALS

Filmstrip/Cassette: Closed Urinary Drainage System. Trainex.

SELECTED REFERENCES

Being a Nursing Assistant, 4th ed., pp. 283-285. H.R.E.T.
Mosby's Textbook for Nursing Assistants, pp. 256-259. Sorrentino.
Nursing Assistance Occupations, p. 75. V-TECS.

----------------Application--------------

CONTENT/CONCEPT

7. DEVELOPING BASIC NURSING SKILLS

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

7.11 Maintain closed urinary drainage system

COURSE

Nursing Assistant

7.11

PERFORMANCE OBJECTIVE

P7.11 Given a closed urinary drainage system in a patient, maintain closed urinary drainage system. Student must keep system functioning, clean, and free of germs, according to an instructor's checklist.

SELECTED ENABLING OBJECTIVES

E7.11.1 Define a closed drainage system.

E7.11.2 Check to be sure the drainage bag and catheter are in the correct position and not blocked.

E7.11.3 Perform perineal care as needed.

E7.11.4 Drain the urine only from the clamped opening at the bottom of the drainage bag.

CRITERION-REFERENCED MEASURE

C7.11 Closed urinary drainage system maintained, kept functioning, clean, and free of germs according to instructor's checklist.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Have the students observe five (5) patients with an indwelling catheter and determine if closed drainage system is properly maintained. Report back to the class (E7.11.1-E7.11.4).
2. Have students discuss why the flow of gravity impacts on properly maintaining a closed drainage system (E7.11.2, E7.11.4).
3. Discuss the importance of asepsis. (E7.11.3).

SELECTED TOOLS AND MATERIALS

None identified

SELECTED AUDIOVISUAL MATERIALS

Filmstrip/Cassette: Closed Urinary Drainage System. Trainex.

SELECTED REFERENCES

Being a Nursing Assistant, 4th ed. pp. 285-286. H.R.E.T.

----------------Application--------------

CONTENT/CONCEPT

7. DEVELOPING BASIC NURSING SKILLS

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

7.12 Perform post-mortem care on a mannequin

COURSE

Nursing Assistant

7.12

PERFORMANCE OBJECTIVE

P7.12 Given a mannequin and necessary supplies, perform post-mortem care. All items on an instructor-prepared checklist must be rated acceptable.

SELECTED ENABLING OBJECTIVES

E7.12.1 Define post-mortem care.

E7.12.2 Describe signs of impending death.

E7.12.3 Identify religious rites associated with death.

E7.12.4 Identify terms associated with terminal illness, death, and post-mortem care.

E7.12.5 Explain the importance of giving post-mortem care gently and respectfully.

E7.12.6 Explain the necessity of removing the patient's body from the unit discreetly.

E7.12.7 State procedures to follow when administering post-mortem care.

CRITERION-REFERENCED MEASURE

C7.12 Post-mortem care performed with all items on instructor-prepared checklist rated acceptable.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Provide students with a list of terms and definitions related to terminal illnesses, death, and post-mortem care (E7.12.1, E7.12.4).
2. Invite members of the clergy to present a panel discussion on religious rites associated with dying and death (E7.12.3).
3. Distribute checklist and explain procedure to perform post-mortem care (E7.12.5-E7.12.7).
4. Have students review and report on post-mortem procedures followed at various local health care facilities (E7.12.5-E7.12.7).
5. Have students research individually then discuss in class signs of impending death (E7.12.2).

SELECTED TOOLS AND MATERIALS

Mannequin
Towel
Washcloth
Soap
Basin
Clean garments
Handout: Instructor-prepared checklist
Comb
Brush
Glycerin swabs
Shroud or post-mortem kit
Tags
Pencil

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Being a Long-Term Care Nursing Assistant, pp. 68-71. Will and Eighmy.
Being a Nursing Assistant, 4th ed., pp. 441-443. H.R.E.T.
Mosby's Textbook for Nursing Assistants, pp. 480-487. Sorrentino.

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CONTENT/CONCEPT

7. DEVELOPING BASIC NURSING SKILLS

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

7.13 Collect a clean-catch urine specimen

COURSE

Nursing Assistant

7.13

PERFORMANCE OBJECTIVE

P7.13 Given water, soap solution, gauze pads, waterproof sheet, wash basin or a disposable midstream specimen set, and a bedpan or urinal, collect a clean-catch urine specimen. All items on the instructor's checklist must be rated acceptable.

SELECTED ENABLING OBJECTIVES

E7.13.1 Outline the anatomy and physiology of the urinary system.

E7.13.2 Explain the purpose of the clean-catch specimen.

E7.13.3 Differentiate between a clean-catch specimen and a routine urine specimen.

E7.13.4 Explain the procedures outlined on the checklist.

CRITERION-REFERENCED MEASURE

C7.13 Clean-catch urine specimen collected; all items on instructor's checklist rated acceptable.

INSTRUCTOR'S CHECKLIST 7.13

DUTY: DEVELOPING BASIC NURSING SKILLS

TASK: Collect a Clean-Catch Urine Specimen

ACTIVITY: Collect a clean-catch urine specimen

ITEM	RATING*	
	Acceptable	Unacceptable
1. Washed hands.		
2. Gathered sterile equipment.		
3. Identified patient.		
4. Screened patient.		
5. Explained procedure.		
6. Positioned patient according to instructions.		
7. Put waterproof sheet under genital area.		
8. Positioned bedpan or urinal.		
9. Washed hands.		
10. Washed genital area with appropriate solution.		
11. Had patient void into bedpan or urinal (did not use first 1 or 2 ozs. for specimen).		
12. Interrupted urine flow.		
13. Collected midstream specimen.		
14. Rinsed patient, if appropriate.		

*All items must receive acceptable rating.

DUTY: DEVELOPING BASIC NURSING SKILLS

TASK: Collect a Clean-Catch Urine Specimen

ACTIVITY: Collect a clean-catch urine specimen

ITEM	RATING*	
	Acceptable	Unacceptable
15. Washed hands.		
16. Reported that specimen has been collected.		
17. Sent specimen to laboratory.		
18. Cleaned and stored equipment.		

***All items must receive acceptable rating.**

Source: Nursing Assistance Occupations. V-TECS.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Review study of the urinary system (E7.13.1).
2. Obtain specimen labels from various health facilities and have students practice filling these out accurately (E7.13.2).
3. Invite an urologist to speak to class (E7.13.2-E7.13.4).
4. Give a demonstration on collecting a clean-catch urine specimen (E7.13.4).
5. Have students practice collecting a specimen (E7.13.4).

SELECTED TOOLS AND MATERIALS

Handout: Instructor's checklist
Bedpan/urinal
Large bottle/lid
Funnel
Time schedule
Labels
Clean-catch specimen kit
Water
Soap solution
Gauze pads
Wash basin
Waterproof sheet

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Being a Long-Term Care Nursing Assistant, pp. 237-239. Will and Eighmy.
Being a Nursing Assistant, 4th ed., pp. 290-294. H.R.E.T.
Mosby's Textbook for Nursing Assistants, pp. 260-262. Sorrentino.
Nursing Assistance Occupations, p. 77. V-TECS.

----------------Application--------------

CONTENT/CONCEPT

7. DEVELOPING BASIC NURSING SKILLS

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

7.14 Collect 24-hour urine specimen

COURSE

Nursing Assistant

7.14

PERFORMANCE OBJECTIVE

P7.14 Given a bedpan or urinal, large bottle, funnel, and a time schedule for specimen collection, collect a 24-hour urine specimen. All items on instructor's checklist must be rated acceptable.

SELECTED ENABLING OBJECTIVES

E7.14.1 Identify equipment and supplies necessary to collect a 24-hour specimen.

E7.14.2 Demonstrate completing a specimen label accurately.

E7.14.3 Explain the reason for disposing of the first specimen.

E7.14.4 Explain each activity on instructor's checklist.

CRITERION-REFERENCED MEASURE

C7.14 Twenty-four hour urine specimen collected with all items on instructor's checklist rated acceptable.

INSTRUCTOR'S CHECKLIST 7.14

DUTY: DEVELOPING BASIC NURSING SKILLS

TASK: Collect 24-hour Urine Specimen

ACTIVITY: Collect a 24-hour urine specimen

ITEM	RATING*	
	Acceptable	Unacceptable
1. Collected necessary equipment and prepared equipment according to hospital laboratory standards.		
2. Labeled bottle.		
3. Washed hands.		
4. Identified patient.		
5. Informed patient that all urine voided in a 24-hour period would be saved.		
6. Posted sign over or on patient's bed.		
7. Disposed of first specimen (unless otherwise instructed).		
8. Collected all urine voided for the specified 24-hour period.		
9. Labeled containers with appropriate information.		
10. After collection completed, took immediately to laboratory.		
11. Cleaned equipment and removed sign.		
12. Washed hands.		
13. Reported that specimen had been collected.		

*All items must receive acceptable rating.

Source: Nursing Assistance Occupations. V-TECS.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Show and discuss filmstrip, Collecting Urine Specimen (E7.14.1-E7.14.3).
2. Invite a lab technician from a local health facility to speak on the topic of urinalysis (E7.14.2).
3. Provide a teacher demonstration of collecting a 24-hour specimen (E7.14.4)
4. Have students practice collecting a specimen (E7.14.4).

SELECTED TOOLS AND MATERIALS

Handout: Instructor's checklist
Mannequin
Water/soap solution
Gauze pads
Wash basin
Disposable midstream specimen kit
Bedpan/urinal
Specimen bottle
Specimen label

SELECTED AUDIOVISUAL MATERIALS

Filmstrip/Cassette: Collecting Urine Specimen. Trainex.

SELECTED REFERENCES

Being a Nursing Assistant, 4th ed., pp. 295-296. H.R.E.T.
Mosby's Textbook for Nursing Assistants, pp. 262-263. Sorrentino.
Nursing Assistance Occupations, p. 79. V-TECS.

----------------Application--------------

CONTENT/CONCEPT

7. DEVELOPING BASIC NURSING SKILLS

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

7.15 Collect a sputum specimen

COURSE

Nursing Assistant

7.15

PERFORMANCE OBJECTIVE

P7.15 Given a sterile sputum container and labels, collect a sputum specimen. All items on the instructor's checklist must be rated acceptable.

SELECTED ENABLING OBJECTIVES

E7.15.1 Define sputum.

E7.15.2 Identify possible diseases or disorders which would be revealed by examining a sputum specimen.

E7.15.3 Define terms used to describe a sputum specimen.

E7.15.4 Describe normal sputum characteristics.

CRITERION-REFERENCED MEASURE

C7.15 Sputum specimen collected with all items on instructor's checklist rated acceptable.

INSTRUCTOR'S CHECKLIST 7.15

DUTY: DEVELOPING BASIC NURSING SKILLS

TASK: Collect a Sputum Specimen

ACTIVITY: Collect a sputum specimen

ITEM	RATING*	
	Acceptable	Unacceptable
1. Collected necessary supplies.		
2. Washed hands.		
3. Identified patient.		
4. Explained procedure.		
5. Labeled container.		
6. Had patient rinse out mouth.		
7. Instructed patient to deep cough and expectorate sputum rather than saliva in container.		
8. Washed hands.		
9. Sent specimen to proper place.		
10. Reported that specimen was obtained and the character of the sputum.		

***All items must receive acceptable rating.**

Source: Nursing Assistance Occupations. V-TECS.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Demonstrate collecting a sputum specimen (E7.15.1-E7.15.4).
2. Provide students with a listing of terms and definitions related to sputum. Quiz students on spelling and definitions (E7.15.1, E7.15.3).
3. Have students research diseases and disorders related to sputum (E7.15.2).
4. Have students role play a situation in which a patient needs an explanation of this task (E7.15.1-E7.15.4).

SELECTED TOOLS AND MATERIALS

Sterile sputum container
Labels
Tissue
Handout: Instructor's checklist

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Being a Long-Term Care Nursing Assistant, p. 280. Will and Eighmy.
Being a Nursing Assistant, 4th ed., pp. 298-299. H.R.E.T.
Mosby's Textbook for Nursing Assistants, pp. 391-393. Sorrentino.
Nursing Assistance Occupations, p. 80. V-TECS.

-----------------Application--------------

CONTENT/CONCEPT

7. DEVELOPING BASIC NURSING SKILLS

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

7.16 Collect a stool specimen

COURSE

Nursing Assistant

7.16

PERFORMANCE OBJECTIVE

P7.16 Given an instructor demonstration and the necessary supplies and equipment, collect a stool specimen. All items on the instructor's checklist must be rated acceptable.

SELECTED ENABLING OBJECTIVES

E7.16.1 Recall and state the structure and functions of the gastro-intestinal system.

E7.16.2 Explain the purpose of collecting a stool specimen.

E7.16.3 Identify diseases and disorders related to the gastro-intestinal system.

E7.16.4 Define terms associated with description of stools.

E7.16.5 Describe characteristics of a normal stool.

E7.16.6 Outline steps to follow when collecting a stool specimen.

CRITERION-REFERENCED MEASURE

C7.16 Stool specimen collected with all items on instructor's checklist rated acceptable.

INSTRUCTOR'S CHECKLIST 7.16

DUTY: DEVELOPING BASIC NURSING SKILLS

TASK: Collect a Stool Specimen

ACTIVITY: Collect a stool specimen

ITEM	RATING*	
	Acceptable	Unacceptable
1. Gathered necessary supplies.		
2. Washed hands.		
3. Identified patient.		
4. Requested specimen from patient.		
5. Transferred about one teaspoon of feces from bedpan to specimen container using a tongue depressor (this procedure should be done out of sight of the patient).		
6. Disposed of tongue depressor.		
7. Labeled specimen container.		
8. Sent to laboratory promptly.		
9. Cleaned equipment.		
10. Washed hands.		
11. Reported that specimen was obtained.		

***All items must receive acceptable rating.**

Source: Nursing Assistance Occupations. V-TECS.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Review with class handouts and notes associated with the study of the gastro-intestinal system (E7.16.1).
2. Have students research reference materials and compile a listing of terms and defintions related to stools, and the characteristics of a normal stool (E7.16.4, E7.16.5).
3. Discuss the purpose of obtaining a stool specimen and demonstrate the procedure (E7.16.2, E7.16.6).
4. Explain diseases and disorders related to the gastro-intestinal system (E7.16.3).

SELECTED TOOLS AND MATERIALS

Handout: Instructor's checklist
Bedpan/bedside commode
Tongue blades
Cleaning materials
Specimen container
Labels

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Being a Long-Term Care Nursing Assistant, pp. 217-218. Will and Eighmy.
Being a Nursing Assistant, 4th ed., pp. 299-300. H.R.E.T.
Mosby's Textbook for Nursing Assistants, pp. 290-291. Sorrentino.
Nursing Assistance Occupations, p. 81. V-TECS.

CONTENT/CONCEPT

7. DEVELOPING BASIC NURSING SKILLS

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

7.17 Measure and record contents of gastric and intestinal drainage bottles

COURSE

Nursing Assistant

7.17

PERFORMANCE OBJECTIVE

P7.17 Given the necessary supplies and equipment, measure and record the contents of gastric and intestinal drainage bottles. The procedure must be completed without contamination, and all items on an instructor-prepared checklist must be rated acceptable.

SELECTED ENABLING OBJECTIVES

E7.17.1 Describe two types of suction apparatus.

E7.17.2 Explain the purposes of suction.

E7.17.3 State observations of vacuum drainage (gastric and intestinal) which must be reported immediately.

E7.17.4 Match vocabulary and definitions related to gastro-intestinal tubes.

E7.17.5 Recall medical asepsis as related to measuring and recording contents.

CRITERION-REFERENCED MEASURE

C7.17 Contents of gastric and intestinal bottles measured and recorded without contamination, and all items on instructor-prepared checklist rated acceptable.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Devise a handout of terminology used in discussing gastro-intestinal tubes (E7.17.2, E7.17.4).
2. Identify and explain to class the types and operations of suction apparatus (E7.17.1, E7.17.3).
3. Review study of medical asepsis (E7.17.5).
4. Provide graduated cylinders with various amounts of liquids and have students read and record amounts (E7.17.1-E7.17.5).

SELECTED TOOLS AND MATERIALS

Handout: Instructor-prepared checklist
Graduated cylinders
Pen
Pad
Vacuum suction/tubing/drainage bottle

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Being a Nursing Assistant, 4th ed., p. 259, H.R.E.T.
CBE Curriculum for Nursing Assistant, 3rd ed. West Virginia Department of Education.
Mosby's Textbook for Nursing Assistants, pp. 386-387. Sorrentino.
Nursing Assistance Occupations, p. 82. V-TECS.

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CONTENT/CONCEPT

7. DEVELOPING BASIC NURSING SKILLS

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

7.18 Give perineal care (unsterile)

COURSE

Nursing Assistant

7.18

PERFORMANCE OBJECTIVE

P7.18 Given a perineal bottle, solution, bedpan, cotton balls or wipes, and bath blanket, give perineal care to a patient or mannequin. All items on the instructor's checklist must be rated as acceptable.

SELECTED ENABLING OBJECTIVES

E7.18.1 State the location of the perineal area.

E7.18.2 Recall positioning the patient and draping the patient.

E7.18.3 List reasons for perineal care.

E7.18.4 Outline steps to follow when administering perineal care.

CRITERION-REFERENCED MEASURE

C7.18 Perineal care administered with all items on the instructor's checklist rated acceptable.

INSTRUCTOR'S CHECKLIST 7.18

DUTY: DEVELOPING BASIC NURSING SKILLS

TASK: Give Perineal Care (Unsterile)

ACTIVITY: Give perineal care to a patient or mannequin

ITEM	RATING*	
	Acceptable	Unacceptable
1. Identified patient.		
2. Explained procedure.		
3. Gathered necessary supplies.		
4. Washed hands.		
5. Screened patient for privacy.		
6. Prepared and positioned patient, draping appropriately.		
7. Poured designated warmed (105 F - 109 F or 41 -43 C) solution over perineal area.		
8. Put on disposable gloves.		
9. For female patient, cleaned by making downward strokes, using one cotton ball for each stroke.		
10. Rinsed and dried, beginning in the outer perineal area, if appropriate.		
11. For male patient, cleaned the tip of the penis first, using circular motions; continued cleaning the remainder of the genital area.		
12. Disposed of cotton balls or wiped appropriately.		
13. Removed bedpan.		
14. Removed gloves.		

***All items must receive acceptable rating.**

INSTRUCTOR'S CHECKLIST 7.18 (Continued)

DUTY: DEVELOPING BASIC NURSING SKILLS
TASK: Give Perineal Care (Unsterile)
ACTIVITY: Give perineal care

ITEM	RATING*	
	Acceptable	Unacceptable
15. Applied clean dressing or pad.		
16. Provided for patient comfort.		
17. Cleaned and stored equipment.		
18. Reported procedure and any unusual observations.		

***All items must receive acceptable rating.**

Source: Nursing Assistance Occupations. V-TECS.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Review study of patient positioning and or draping (E7.18.2).
2. Provide mannequins, and have students locate perineal area (E7.18.1).
3. Give a teacher demonstration of perineal care and explain the reasons for this care (E7.18.3, E7.18.4).
4. Have students practice perineal care (E7.18.4).

SELECTED TOOLS AND MATERIALS

Mannequin
Perineal bottle
Solution
Bedpan
Cotton balls
Bath blanket
Handout: Instructor's checklist

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Being a Long-Term Care Nursing Assistant, p. 130. Will and Eighmy.
Being a Nursing Assistant, 4th ed., pp. 317-318, 377. H.R.E.T.
Mosby's Textbook for Nursing Assistants, pp. 228-232. Sorrentino.
Nursing Assistance Occupations, p. 84. V-TECS.

----------------Application--------------

CONTENT/CONCEPT

7. DEVELOPING BASIC NURSING SKILLS

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

7.19 Prepare and give a vaginal douche

COURSE

Nursing Assistant

7.19

PERFORMANCE OBJECTIVE

P7.19 Given a vaginal douche kit, protective pad, solution, cotton balls, and bedpan, prepare patient and administer a vaginal douche. The patient must be accorded privacy, the solution must be the proper temperature, instilled properly, and all standard nursing care procedures must be observed.

SELECTED ENABLING OBJECTIVES

E7.19.1 Outline the anatomy and physiology of the female reproductive system.

E7.19.2 Describe physical conditions and hygiene as related to the vaginal douche.

E7.19.3 Identify solutions commonly used in health facilities for administering vaginal douches.

E7.19.4 Define douche, irrigation, and instillation.

CRITERION-REFERENCED MEASURE

C7.19 Patient prepared and vaginal douche administered with patient privacy maintained; solution temperature correct, instilled properly, and all standard nursing care procedures followed.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Review the female reproductive system, using an anatomical chart and classroom notes (E7.19.1).
2. Discuss reasons for administering vaginal douches and the need for hygiene (E7.19.1-E7.19.4).
3. Have students, working in small groups, research and discuss commercial douche products (E7.19.3).
4. Show and discuss filmstrip, Peri Care (E7.19.1-E7.19.4).

SELECTED TOOLS AND MATERIALS

Mannequin
Vaginal douche kit
Protective pad
Solution
Cotton balls
Bedpan

SELECTED AUDIOVISUAL MATERIALS

Filmstrip/Cassette: Peri Care. Trainex.

SELECTED REFERENCES

Being a Long-Term Care Nursing Assistant, pp. 294-296. Will and Eighmy.
Being a Nursing Assistant, 4th ed., pp. 318-320. H.R.E.T.
Mosby's Textbook for Nursing Assistants, pp. 393-394. Sorrentino.
Nursing Assistance Occupations, p. 85. V-TECS.

----------------Application--------------

CONTENT/CONCEPT

7. DEVELOPING BASIC NURSING SKILLS

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

7.20 Prepare and give an enema

COURSE

Nursing Assistant

7.20

PERFORMANCE OBJECTIVE

P7.20 Given an instructor demonstration and necessary supplies, prepare and give an enema. All items on an instructor-prepared checklist must be rated acceptable.

SELECTED ENABLING OBJECTIVES

E7.20.1 Recall the anatomy and physiology of the G.I. System.

E7.20.2 Describe the physical conditions necessary for the administration of an enema.

E7.20.3 Differentiate among a cleansing enema, an oil retention enema, a prepackaged, ready-to-use enema, and the Harris flush (return-flow enema).

E7.20.4 State necessary preparations and proper procedures to follow when administering an enema.

CRITERION-REFERENCED MEASURE

C7.20 Enema prepared and given with all items on instructor-prepared checklist rated acceptable.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Review the gastro-intestinal system, using an anatomical chart and classroom notes (E7.20.1).
2. Have class read appropriate reference material relating to reasons for an enema, the different types, and the types of solutions (E7.20.2, E7.20.3).
3. Give an instructor demonstration of administering an enema (E7.20.4).
4. Have students practice preparing various enema solutions (E7.20.4).

SELECTED TOOLS AND MATERIALS

Disposable enema kit
Lubricating jelly
Graduated pitcher
Bath thermometer
Solution as instructed:
  Saline, soap suds, water, oil retention
Bedpan and cover
Urinal, if necessary
Emesis basin
Toilet tissue
Disposable bed protector
Bath blanket
Disposable plastic gloves
Disposable prepackaged enema

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Being a Long-Term Care Nursing Assistant, pp. 211-214. Will and Eighmy.
Being a Nursing Assistant, 4th ed., pp. 260-269. H.R.E.T.
Mosby's Textbook for Nursing Assistants, pp. 233-245. Sorrentino.

CONTENT/CONCEPT

7. DEVELOPING BASIC NURSING SKILLS

TASK/COMPETENCY

7.21 Measure and record blood pressure

----------------Application--------------

PROGRAM

NURSE'S ASSISTANT (17.0602)

COURSE

Nursing Assistant

7.21

PERFORMANCE OBJECTIVE

P7.21 Given a stethoscope, sphygmomanometer, instructor demonstration, and a simulated situation, measure and record blood pressure. All items on an instructor-prepared checklist must be rated acceptable.

SELECTED ENABLING OBJECTIVES

E7.21.1 Define terms related to blood pressure.

E7.21.2 Recall and describe the anatomy of the circulatory system.

E7.21.3 List factors which influence blood pressure.

E7.21.4 Describe symptoms of high and low blood pressure.

E7.21.5 Demonstrate reading calibrations on available types of blood pressure apparatus.

E7.21.6 Demonstrate using a teaching stethoscope by taking blood pressure of classmates.

E7.21.7 Identify pulse sites used in taking blood pressure.

CRITERION-REFERENCED MEASURE

C7.21 Blood pressure measured and recorded with all items on an instructor-prepared checklist rated acceptable.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss with students terminology related to blood pressure (E7.21.1).
2. Review study of the circulatory system (E7.21.2).
3. Show and discuss Blood Pressure--Physiology of a Vital Sign, Programs I & II (E7.21.2-E7.21.4).
4. Devise a transparency or handout illustrating calibrations on a blood pressure apparatus (E7.21.5).
5. Have students practice inflating cuff and releasing pressure, using one hand (E7.21.6).
6. Demonstrate taking blood pressure, and discuss various pulse sites used (E7.21.6, E7.21.7).

SELECTED TOOLS AND MATERIALS

Sphygmomanometer
Stethoscope
Cotton balls
Antiseptic pad
Alcohol
Forms for recording

Handout: Instructor-prepared checklist

SELECTED AUDIOVISUAL MATERIALS

Filmstrip: Blood Pressure--Physiology of a Vital Sign, Programs I and II. Trainex.

SELECTED REFERENCES

Being a Long-Term Care Nursing Assistant, p. 93. Will and Eighmy.
Being a Nursing Assistant, 4th ed., pp. 234-239. H.R.E.T.
Mosby's Textbook for Nursing Assistants, pp. 327-328. Sorrentino.

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CONTENT/CONCEPT

7. DEVELOPING BASIC NURSING SKILLS

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

7.22 Measure and record apical pulse

COURSE

Nursing Assistant

7.22

PERFORMANCE OBJECTIVE

P7.22 Given a stethoscope, a watch with a second hand, a note pad and pencil, and a simulated situation, measure and record apical pulse. Patient must be positioned and draped correctly, count must be accurate to within ±2 of that recorded by instructor, force and rhythm reported must agree with instructor's findings, and all standard nursing care procedures must be observed.

SELECTED ENABLING OBJECTIVES

E7.22.1 Define apical pulse and apical pulse deficit.

E7.22.2 State purpose of taking apical pulse and apical pulse deficit.

E7.22.3 Describe method to accurately measure apical pulse.

CRITERION-REFERENCED MEASURE

C7.22 Apical pulse measured and recorded; patient positioned and draped correctly, recorded count within ±2 of instructor's count, reported force and rhythm in agreement with instructor's findings, and all standard nursing care procedures observed.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Provide students with background information on apical pulse (E7.21.1).
2. Have class research the purpose of taking apical pulse (E7.22.2).
3. Provide teacher demonstration of taking and recording apical pulse and apical pulse deficit (E7.22.3).

SELECTED TOOLS AND MATERIALS

Stethoscope
Watch with second hand
Note pad
Pen/pencil
Antiseptic wipes

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Being a Long-Term Care Nursing Assistant, p. 93. Will and Eighmy.
Being a Nursing Assistant, 4th ed., pp. 230-232. H.R.E.T.
Mosby's Textbook for Nursing Assistants, pp. 327-328. Sorrentino.
Nursing Assistance Occupations, p. 89. V-TECS.

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CONTENT/CONCEPT

7. DEVELOPING BASIC NURSING SKILLS

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

7.23 Measure and record radial pulse

COURSE

Nursing Assistant

7.23

PERFORMANCE OBJECTIVE

P7.23 Given a watch with a second hand, note pad and pen, and instructor's demonstration, measure and record radial pulse. All items on an instructor-prepared checklist must be rated acceptable, and reported count must be ±2 of that recorded by the instructor.

SELECTED ENABLING OBJECTIVES

E7.23.1 Define pulse.

E7.23.2 Identify terms related to the characteristics of pulse.

E7.23.3 Identify the radial pulse site.

E7.23.4 Explain order and procedures to follow when taking a radial pulse.

CRITERION-REFERENCED MEASURE

C7.23 Radial pulse measured and recorded with all items on an instructor-prepared checklist rated acceptable, and reported count ±2 of that found by the instructor.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Provide students with handouts containing terms and definitions related to pulse and the recording of pulse (E7.23.1, E7.23.2).
2. Show and discuss filmstrip Temperature, Pulse, Respiration (E7.23.3).
3. Give a demonstration of measuring and recording radial pulse (E7.23.4).
4. Have students take the pulse of a partner after physical activity and when at rest. Compare and explain findings (E7.23.1-E7.23.4).

SELECTED TOOLS AND MATERIALS

Watch with second hand
Note pad
Pen
Handout: Instructor-prepared checklist

SELECTED AUDIOVISUAL MATERIALS

Filmstrip: Temperature, Pulse, Respiration. Trainex.

SELECTED REFERENCES

Being a Long-Term Care Nursing Assistant, p. 92. Will and Eighmy.
Being a Nursing Assistant, 4th ed., pp. 228-230. H.R.E.T.
CBE Curriculum for Nursing Assistant, 3rd ed. West Virginia Department of Education.
Mosby's Textbook for Nursing Assistants, pp. 324-330. Sorrentino.

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CONTENT/CONCEPT

7. DEVELOPING BASIC NURSING SKILLS

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

7.24 Measure and record temperature (oral, rectal, axillary)

COURSE

Nursing Assistant

7.24

PERFORMANCE OBJECTIVE

P7.24 Given thermometer and supplies, take and record temperature (oral, rectal, and axillary) of three patients. The correct thermometer must be used, the thermometer must remain in place for the prescribed length of time, and the temperature must be read and reported to the nearest 2/10th's of a degree Fahrenheit and 1/10th of a degree Centigrade of that recorded by the instructor. All standard nursing care procedures must be followed.

SELECTED ENABLING OBJECTIVES

E7.24.1 Define temperature, and explain normal temperature.

E7.24.2 Record temperatures on a graphic sheet.

E7.24.3 Identify method to convert Fahrenheit to Centigrade.

E7.24.4 Identify materials and supplies needed to measure and record temperature.

CRITERION-REFERENCED MEASURE

C7.24 Oral, rectal, and axillary temperatures measured and recorded; correct thermometer used, thermometer in place for the prescribed length of time, temperature read and reported to the nearest 2/10ths of a degree Fahrenheit and 1/10th of a degree Centigrade of that recorded by instructor with all standard nursing care procedures observed.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Prepare a transparency which illustrates calibrations of a mercury thermometer (E7.24.2).
2. Discuss the importance and need for taking temperature (E7.24.1).
3. Provide a chart for converting Fahrenheit to Centigrade temperature (E7.24.3).
4. Give a demonstration of measuring and recording temperature (E7.24.4).

SELECTED TOOLS AND MATERIALS

Mercury thermometers (oral, rectal)
Plastic sheaths
Electric thermometer
Probes
Pen
Pad
I-Vac thermometer

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Being a Long-Term Care Nursing Assistant, pp. 85-91. Will and Eighmy.
Being a Nursing Assistant, 4th ed., pp. 216-227. H.R.E.T.
CBE Curriculum for Nursing Assistant, 3rd ed. West Virginia Department of Education.
Mosby's Textbook for Nursing Assistants, pp. 312-324. Sorrentino.
Nursing Assistance Occupations, p. 90. V-TECS.

----------------Application--------------

CONTENT/CONCEPT

7. DEVELOPING BASIC NURSING SKILLS

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

7.25 Measure and record height and weight

COURSE

Nursing Assistant

7.25

PERFORMANCE OBJECTIVE

P7.25 Given a physician's scale, necessary supplies, and an instructor demonstration, measure and record a patient's height and weight. Procedure must be in accordance with instructor's demonstration; recorded weight must be within ½ pound or .23 kilograms and recorded height within ½ inch or 2.5 centimeters of actual weight and height recorded by instructor.

SELECTED ENABLING OBJECTIVES

E7.25.1 Differentiate between English and metric measurements.

E7.25.2 Convert inches to feet.

E7.25.3 Identify height and weight scale calibrations.

CRITERION-REFERENCED MEASURE

C7.25 Height and weight measured and recorded in accordance with instructor's demonstration; recorded weight within ½ pound or .23 kilograms and recorded height within ½ inch or 2.5 centimeters of instructor's findings.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Using a physician's scale, explain calibrations used in taking height and weight (E7.25.3).
2. Have students practice converting inches to feet (E7.25.2).
3. Review and discuss metric measurements and English measurements (E7.25.1).
4. Have students practice measuring and recording the weight and height of their classmates (E7.25.1-E7.25.3).

SELECTED TOOLS AND MATERIALS

Physician's scale
Pad
Pencil
Paper towels

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Being a Long-Term Care Nursing Assistant, pp. 81-85. Will and Eighmy.
Being a Nursing Assistant, 4th ed., p. 359. H.R.E.T.
Mosby's Textbook for Nursing Assistants, pp. 354-357. Sorrentino.
Nursing Assistance Occupations, p. 92. V-TECS.

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CONTENT/CONCEPT

7. DEVELOPING BASIC NURSING SKILLS

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

7.26 Measure and record respiration

COURSE

Nursing Assistant

7.26

PERFORMANCE OBJECTIVE

P7.26 Given a patient, watch with a second hand, and a pad and pencil, measure and record respiration. Recorded respiration rate must agree with instructor's findings, and all items on an instructor-prepared checklist must be rated acceptable.

SELECTED ENABLING OBJECTIVES

E7.26.1 Define normal respiration.

E7.26.2 Identify terms related to normal and abnormal respiration.

E7.26.3 Recall the anatomy and physiology of the respiratory system.

E7.26.4 Identify the normal range of respiration for particular age groups.

E7.26.5 Demonstrate recording respiration rate and charting its characteristics.

CRITERION-REFERENCED MEASURE

C7.26 Respiration measured and recorded; recorded rate agrees with that recorded by instructor, and all items on instructor-prepared checklist rated acceptable.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss with students terminology used in measuring and recording respiration (E7.26.1, E7.26.2).
2. Review the study of the respiratory system (E7.26.3).
3. Invite a respiratory therapist as a guest speaker (E7.26.3, E7.26.4).
4. Demonstrate measuring and recording respiration (E7.26.1-E7.26.5).

SELECTED TOOLS AND MATERIALS

Pen
Pad
Watch with second hand

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Being a Long-Term Care Nursing Assistant, pp. 93-94. Will and Eighmy.
Being a Nursing Assistant, 4th ed., pp. 232-234. H.R.E.T.
Mosby's Textbook for Nursing Assistants, p. 330. Sorrentino.

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CONTENT/CONCEPT

7. DEVELOPING BASIC NURSING SKILLS

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

7.27 Measure weight, using a wheelchair scale, mechanical lift, or electronic bedscale

COURSE

Nursing Assistant

7.27

PERFORMANCE OBJECTIVE

P7.27 Given an electronic bed scale, a wheel chair scale, or a scale with mechanical lift, weigh the patient. All items on an instructor-prepared checklist must be rated acceptable.

SELECTED ENABLING OBJECTIVES

E7.27.1 Explain the basic guidelines to follow when weighing patients.

E7.27.2 Describe procedure for weighing a patient.

E7.27.3 Outline procedure for weighing a patient with a mechanical lift or electronic bedscale.

E7.27.4 Demonstrate technique of moving the patient safely for weighing.

CRITERION-REFERENCED MEASURE

C7.27 Patient weighed, using wheelchair scale, mechanical lift, or electronic bedscale with all items on instructor-prepared checklist rated acceptable.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Devise transparencies which illustrate the basic techniques used for weighing patients (E7.27.1).

2. Demonstrate procedures to follow when weighing patients using a wheelchair scale, mechanical lift, and electronic bedscale (E7.27.1-E7.27.4).

3. Have students practice the procedure (E7.27.1-E7.27.4).

SELECTED TOOLS AND MATERIALS

Wheelchair scale
Mechanical lift
Sling
Clean sheet
Electric hydraulic bedscale

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Being a Long-Term Care Nursing Assistant, pp. 82-84. Will and Eighmy.
Clinical Nursing Procedures, pp. 91-92. Belland and Wells.

CONTENT/CONCEPT

7. DEVELOPING BASIC NURSING SKILLS

TASK/COMPETENCY

7.28 Test urine for sugar and acetone

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PROGRAM

NURSE'S ASSISTANT (17.0602)

COURSE

Nursing Assistant

7.28

PERFORMANCE OBJECTIVE

P7.28 Given a sample of urine, keto-diastix, Clinitest tablet, test tubes, and paper cup, test urine for sugar and acetone, using two methods. Results should agree with instructor's findings, and all items on instructor-prepared checklist must be rated acceptable.

SELECTED ENABLING OBJECTIVES

E7.28.1 Describe various disorders and diseases revealed by testing for sugar and acetone.

E7.28.2 Identify the various commercial products used in testing urine for glucose and acetone.

E7.28.3 Outline methods to administer test.

CRITERION-REFERENCED MEASURE

C7.28 Urine tested for sugar and acetone, using two methods; results reported concur with instructor's findings, and all items on instructor-prepared checklist rated acceptable.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Have students read appropriate reference material (E7.28.1).
2. Show and discuss filmstrip Testing for Glucose and Ketones (E7.28.2).
3. Demonstrate for class methods to test urine for sugar and acetone (E7.28.3)

SELECTED TOOLS AND MATERIALS

Clinitest tablets
Keto-diastixs
Test tubes
Paper cups
Water
Urine specimen
Color chart
Handout: Instructor-prepared checklist

SELECTED AUDIOVISUAL MATERIALS

Filmstrips:	Testing Urine for Glucose and Ketones. Trainex.
	Urine Testing. Trainex.
	What is Diabetes? Trainex.

SELECTED REFERENCES

Being a Long-Term Care Nursing Assistant, pp. 288-291. Will and Eighmy.
Being a Nursing Assistant, 4th ed., pp. 309-311. H.R.E.T.
CBE Curriculum for Nursing Assistant, 3rd ed. West Virginia Department of Education.
Mosby's Textbook for Nursing Assistants, pp. 266-270. Sorrentino.

-----------------Application--------------

CONTENT/CONCEPT

7. DEVELOPING BASIC NURSING SKILLS

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

7.29 Insert a glycerine rectal suppository

COURSE

Nursing Assistant

7.29

PERFORMANCE OBJECTIVE

P7.29 Given access to a patient, a glycerine rectal suppository, examing gloves, lubricant, and paper towels, insert a rectal suppository. All items must be rated acceptable on an instructor-prepared checklist.

SELECTED ENABLING OBJECTIVES

E7.29.1 Define suppository.

E7.29.2 Explain the different purposes of suppositories.

E7.29.3 Describe the Sims position.

CRITERION-REFERENCED MEASURE

C7.29 Glycerine rectal suppository inserted properly with all items on instructor-prepared checklist rated acceptable.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Provide students with samples of glycerine suppositories; discuss and explain use and purpose (E7.29.1, E7.29.2).
2. Have class review notes and handouts on patient positioning (E7.29.3).
3. Discuss with class procedures to follow when inserting suppositories (E7.29.1-E7.29.3).

SELECTED TOOLS AND MATERIALS

Suppository
Rubber glove
Lubricant
Paper towel
Handout: Instructor-prepared checklist

SELECTED AUDIOVISUAL MATERIALS

None Identified

SELECTED REFERENCES

Being a Long-Term Care Nursing Assistant, pp. 210-211. Will and Eighmy.
Being a Nursing Assistant, 4th ed., pp. 432-433. H.R.E.T.
CBE Curriculum for Nursing Assistant, 3rd ed. West Virginia Department of Education.

----------------Application--------------

CONTENT/CONCEPT

7. DEVELOPING BASIC NURSING SKILLS

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

7.30 Insert a rectal tube

COURSE

Nursing Assistant

7.30

PERFORMANCE OBJECTIVE

P7.30 Given access to a patient, rectal tube, lubricant, towel, and gloves, insert a rectal tube. All items on instructor's checklist must be rated acceptable.

SELECTED ENABLING OBJECTIVES

E7.30.1 Explain the purpose of inserting a rectal tube.

E7.30.2 State proper patient positioning.

E7.30.3 Describe procedures and methods used when inserting a rectal tube.

CRITERION-REFERENCED MEASURE

C7.30 Rectal tube inserted properly; all items on instructor's checklist rated acceptable.

INSTRUCTOR'S CHECKLIST 7.30

DUTY: DEVELOPING BASIC NURSING SKILLS

TASK: Insert Rectal Tube

ACTIVITY: Insert a rectal tube

ITEM	RATING*	
	Acceptable	Unacceptable
1. Assembled equipment.		
2. Washed hands.		
3. Identified patient.		
4. Explained procedure.		
5. Positioned patient on side with knee flexed.		
6. Lubricated tube.		
7. Encouraged patient to take deep breath as tube is inserted.		
8. Inserted 2 to 4 inches.		
9. Attached tube to the patient's buttocks with adhesive.		
10. Removed tube in 20 minutes and discarded equipment.		
11. Cleaned patient's rectal area.		
12. Reported time the rectal tube was inserted, patient's comments, amount of flatus, and observations of anything unusual.		

***All items must receive acceptable rating.**

Source: Nursing Assistance Occupations. V-TECS.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Have students review and discuss study of patient positioning (E7.30.2).
2. Have students research appropriate reference material and discuss purpose of rectal tube (E7.30.1).
3. Give students copies of the instructor's checklist and explain (E7.30.3).
4. Have students practice the assignment, using a mannequin (E7.30.3).

SELECTED TOOLS AND MATERIALS

Rectal tube
Mannequin
Lubricant
Towel
Gloves
Handout: Instructor's checklist

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Being a Nursing Assistant, 4th ed., p. 270. H.R.E.T.
Mosby's Textbook for Nursing Assistants, pp. 284-285. Sorrentino.
Nursing Assistance Occupations, p. 96. V-TECS.

CONTENT/CONCEPT

7. DEVELOPING NURSING SKILLS

TASK/COMPETENCY

7.31 Assist with applying and removing braces

----------------Application--------------

PROGRAM

NURSE'S ASSISTANT (17.0602)

COURSE

Nursing Assistant

7.31

PERFORMANCE OBJECTIVE

P7.31 Given a mannequin, back brace, long and short leg braces, and a neck brace, assist in applying and removing each of these specific braces. Braces must be applied and removed without undue discomfort or injury to the patient. All items on the instructor's checklist must be rated as acceptable.

SELECTED ENABLING OBJECTIVES

E7.31.1 Identify four different types of braces.

E7.31.2 Explain how to care for braces.

E7.31.3 Locate pressure points related to these four types of braces.

E7.31.4 Describe the purpose of each brace.

E7.31.5 Explain application procedures for each type of brace.

CRITERION-REFERENCED MEASURE

C7.31 Braces applied and removed without discomfort or injury to the patient and all items on instructor's checklist rated acceptable.

INSTRUCTOR'S CHECKLIST 7.31

DUTY: DEVELOPING BASIC NURSING SKILLS

TASK: Assist with Applying and Removing Braces

ACTIVITY: Apply and remove back, long leg, short leg, and neck braces

ITEM	RATING*	
	Acceptable	Unacceptable
1. Washed hands.		
2. Identified patient.		
3. Explained procedure.		
4. Positioned patient for brace application.		
5. Applied brace.		
6. Checked for pressure areas.		
7. Reported pain or discomfort.		
8. Removed brace and stored appropriately.		
9. Checked for reddened areas.		
10. Left patient comfortable.		

*All items must receive acceptable rating.

Source: Nursing Assistance Occupations. V-TECS.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Review study of the musculo-skeletal system (E7.31.3, E7.31.5).
2. Identify and describe each type of brace (E7.31.1).
3. Invite a physical therapist to speak to the class (E7.31.4, E7.31.5).
4. Discuss with students safety precautions to note in the application and wearing of braces (E7.31.3).
5. Have students practice handling and caring for each type of brace (E7.31.2).

SELECTED TOOLS AND MATERIALS

Mannequin
Short leg brace
Long leg brace
Back brace
Neck brace
Handout: Instructor's checklist

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Being a Long-Term Care Nursing Assistant, pp. 179-180. Will and Eighmy.
Mosby's Textbook for Nursing Assistants, pp. 348-349. Sorrentino.
Nursing Assistance Occupations, p. 25. V-TECS.

----------------Application--------------

CONTENT/CONCEPT

7. DEVELOPING BASIC NURSING SKILLS

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

7.32 Assist with crutch walking

COURSE

Nursing Assistant

7.32

PERFORMANCE OBJECTIVE

P7.32 Given the necessary equipment and supplies, assist a patient to crutch walk. The proper size crutches must be used, there must be no pressure on the axillae, and the patient must not slip or fall. All items on an instructor-prepared checklist must be rated acceptable.

SELECTED ENABLING OBJECTIVES

E7.32.1 Relate physical and psychological preparation of patient for crutch walking.

E7.32.2 Differentiate between the Axillary crutch and the Lofstrand or Canadian crutch.

E7.32.3 Explain measurement of crutches.

E7.32.4 Identify three gaits used in crutch-walking.

CRITERION-REFERENCED MEASURE

C7.32 Patient assisted to crutch walk without slipping or falling; the proper size crutches used with no pressure on the axillae, and all items on an instructor-prepared checklist rated acceptable.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Provide students with Axillary and Lofstrand crutches and explain the uses of each (E7.32.2).
2. Review applicable math skills with class and demonstrate measuring crutches (E7.32.3).
3. Discuss with students the three gaits used in crutch walking. Use chalk to draw a diagram of each type on the floor and have students practice (E7.32.4).
4. Show and discuss filmstrip Teaching Crutch Walking (E7.32.2-E7.32.4).
5. Have students, working in small groups, devise a list of the possible patient reactions to crutch walking (E7.32.1).

SELECTED TOOLS AND MATERIALS

Crutches
Crutch-pads
Chalk

SELECTED AUDIOVISUAL MATERIALS

Filmstrip: Teaching Crutch Walking. Trainex.

SELECTED REFERENCES

Being a Long-Term Care Nursing Assistant, pp. 179-180. Will and Eighmy.
Mosby's Textbook for Nursing Assistants, pp. 346-349. Sorrentino.
Nursing Assistance Occupations, p. 26. V-TECS.

----------------Application--------------

CONTENT/CONCEPT

7. DEVELOPING BASIC NURSING SKILLS

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

7.33 Assist with dressing and undressing

COURSE

Nursing Assistant

7.33

PERFORMANCE OBJECTIVE

P7.33 Given a simulated situation of a helpless or weak patient and appropriate clothing, assist with dressing and undressing the patient. The patient must be accorded privacy, the bed must be properly positioned, clothing removed from the unaffected extremity first, and clean clothing placed on the affected extremity first, in accordance with standard nursing procedures.

SELECTED ENABLING OBJECTIVES

E7.33.1 Explain personal hygiene as related to the patient.

E7.33.2 Explain the psychological aspect of appropriate clothing.

E7.33.3 List the reasons for the order the clothing is removed and put on.

E7.33.4 State the importance of body positioning of the patient and the nurse's assistant.

CRITERION-REFERENCED MEASURE

C7.33 Patient assisted to dress and undress with the following criteria achieved: a) patient accorded privacy; b) bed positioned properly; c) clothing removed from the unaffected extremity first; d) clean clothing placed on the affected extremity first; and e) all standard nursing care procedures observed.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Have students review study of positioning and hospital bed operation (E7.33.4).
2. Ask the school psychologist to discuss with the class basic psychological concepts (E7.33.2).
3. Review standards of personal hygiene (E7.33.1).
4. Explain the proper procedures for dressing and undressing the patient (E7.33.1-E7.33.4).

SELECTED TOOLS AND MATERIALS

Gown
Pajamas
Dress
Undergarments
Trousers
Shirt
Hose
Robe
House shoes
Shoes
Socks

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Being a Long-Term Care Nursing Assistant, pp. 139-140. Will and Eighmy.
Nursing Assistance Occupations, p. 27. V-TECS.

----------------Application--------------

CONTENT/CONCEPT

7. DEVELOPING BASIC NURSING SKILLS

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

7.34 Assist patient in ambulation

COURSE

Nursing Assistant

7.34

PERFORMANCE OBJECTIVE

P7.34 Given access to a patient who has been on bed rest or is in a weakened condition, assist patient in ambulation. All items on the instructor's checklist must be rated acceptable.

SELECTED ENABLING OBJECTIVES

E7.34.1 Identify terms bradycardia and tachycardia and their implications.

E7.34.2 Recall and explain normal range of pulse and respiration.

E7.34.3 List symptoms of fainting.

E7.34.4 Identify and explain steps on instructor's checklist.

CRITERION-REFERENCED MEASURE

C7.34 Patient assisted in ambulation with all items on instructor's checklist rated acceptable.

INSTRUCTOR'S CHECKLIST 7.34

DUTY: DEVELOPING BASIC NURSING SKILLS

TASK: Assist Patient in Ambulation

ACTIVITY: Assist patient in ambulation

ITEM	RATING*	
	Acceptable	Unacceptable
1. Washed hands.		
2. Identified patient.		
3. Explained procedure.		
4. Took pulse and respiration, if appropriate.		
5. Placed bed in low position, or provided footstool.		
6. Elevated head of bed.		
7. Dangled patient.		
8. Helped to standing position, using good body mechanics.		
9. Walked with patient, giving support when necessary.		
10. Observed for any unusual reactions.		
11. Returned to bed.		
12. Took pulse and respiration, if appropriate.		
13. Left patient comfortable and in good alignment.		
14. Reported observations of change in skin color and condition, pulse rate, and complaints of pain or discomfort.		

***All items must receive acceptable rating.**

Source: Nursing Assistance Occupations. V-TECS.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Have students list and explain symptoms of fainting (E7.34.3).
2. Define and explain terminology associated with patient ambulation (E7.34.1).
3. Have students review and discuss pulse and respiration (E7.34.2).
4. Arrange for class to tour a physical therapy department (E7.34.4).

SELECTED TOOLS AND MATERIALS

Gait belt
Quad cane
Crutches
Walker
Pick-up walker
Standard wheelchair
Battery powered wheelchair
Wheeled walker

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Being a Long-Term Care Nursing Assistant, pp. 179-181. Will and Eighmy.
Mosby's Textbook for Nursing Assistants, pp. 346-349. Sorrentino.
Nursing Assistance Occupations, p. 30. V-TECS.

CONTENT/CONCEPT

7. DEVELOPING BASIC NURSING SKILLS

----------------Application--------------
PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

7.35 Assist patient in using parallel bars for ambulation

COURSE

Nursing Assistant

7.35

PERFORMANCE OBJECTIVE

P7.35 Given parallel bars, an instructor demonstration, and access to a patient/resident, guide the patient to ambulate, using parallel bars. All appropriate safety precautions must be observed, and assistance must be provided in accordance with instructor demonstration.

SELECTED ENABLING OBJECTIVES

E7.35.1 Describe rehabilitation in terms of the whole person.

E7.35.2 Identify the complications that need to be prevented for successful rehabilitation.

E7.35.3 Identify the psychological reactions that a disabled person may experience.

E7.35.4 Describe the effects that disability may have on the person's job and how rehabilitation can help.

E7.35.5 Identify the members of the rehabilitation team.

E7.35.6 Describe the responsibilities of the nursing assistant in the rehabilitation process.

E7.35.7 List all safety precautions.

CRITERION-REFERENCED MEASURE

C7.35 Patient assisted in using the parallel bars for ambulation in accordance with instructor demonstration and with all safety precautions observed.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Describe the necessity of rehabilitation for the whole person (E7.35.1).
2. Outline complications and methods of prevention (E7.35.2).
3. Use a chart to describe the ways disabled people meet activities of daily living (E7.35.3).
4. Discuss the effects of a disability related to the job (E7.35.5).
5. Have students identify the members of the rehabilitation team and role of the nursing assistant (E7.35.6, E7.35.7).
6. Demonstrate how to assist a patient/resident to walk with parallel bars (E7.35.8).

SELECTED TOOLS AND MATERIALS

Parallel bars

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Mosby's Textbook for Nursing Assistants, pp. 432-437. Sorrentino.

CONTENT/CONCEPT

7. DEVELOPING BASIC NURSING SKILLS

TASK/COMPETENCY

7.36 Assist patient in standing

----------------Application--------------

PROGRAM

NURSE'S ASSISTANT (17.0602)

COURSE

Nursing Assistant

7.36

PERFORMANCE OBJECTIVE

P7.36 Given a patient who needs assistance to stand, assist to a standing position from a supine or sitting position. All items on the instructor's checklist must be rated as acceptable.

SELECTED ENABLING OBJECTIVES

E7.36.1 Identify proper body mechanics.

E7.36.2 Recall and describe treatment for fainting.

E7.36.3 Define related terminology.

E7.36.4 Outline the procedure for assisting patient to sit on the side of the bed.

CRITERION-REFERENCED MEASURE

C7.36 Patient assisted to stand with all items on instructor's checklist rated acceptable.

INSTRUCTOR'S CHECKLIST 7.36

DUTY: DEVELOPING BASIC NURSING SKILLS

TASK: Assist Patient in Standing

ACTIVITY: Assist patient to a standing position from a supine or sitting position

ITEM	RATING*	
	Acceptable	Unacceptable
1. Washed hands.		
2. Identified patient.		
3. Dressed patient appropiately.		
4. Placed bed in low position or provided a footstool.		
5. Elevated head of bed unless it is not advised.		
6. Allowed patient to reach sitting position and dangle unless it is not advised.		
7. Took pulse.		
8. Grasped patient under arm closest to nursing assistant with one hand and placed other hand around patient's back, using good body mechanics.		
9. Allowed patient to come to standing position.		
10. Observed patient for change in skin color or pulse and reported.		
11. Returned to bed in same manner, leaving patient comfortable.		

*All items must receive acceptable rating.

Source: Nursing Assistance Occupations. V-TECS.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Have class read Advanced First Aid (E7.36.2)
2. Have students review and demonstrate body positioning for a patient and the nurse's assistant (E7.36.1).
3. Have students review dangling and relate to assisting patient to stand (E7.36.4).
4. Demonstrate for class proper method to assist patient to stand (E7.36.1, E7.36.3, E7.36.4).

SELECTED TOOLS AND MATERIALS

Bed
Chair
Robe
House shoes
Foot stool, if appropriate
Handout: Instructor's checklist

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Advanced First Aid and Emergency Care, 2nd ed. The American National Red Cross.
Being a Long-Term Care Nursing Assistant, pp. 177-179. Will and Eighmy.
Being a Nursing Assistant, 4th ed., pp. 187-189. H.R.E.T.
Nursing Assistance Occupations, p. 28. V-TECS.

----------------Application--------------

CONTENT/CONCEPT

7. DEVELOPING BASIC NURSING SKILLS

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

7.37 Shave, or assist male patient with shaving

COURSE

Nursing Assistant

7.37

PERFORMANCE OBJECTIVE

P7.37 Given access to a male patient and necessary supplies, shave the beard. The face must be clean shaven with no cuts or scratches, and all items must be rated acceptable on the instructor's checklist.

SELECTED ENABLING OBJECTIVES

E7.37.1 Identify supplies necessary to give a shave.

E7.37.2 Describe necessary precautions when using an electric razor and safety razor.

E7.37.3 Explain the proper method to give a shave.

E7.37.4 Describe the purposes and uses of preshave and aftershave products.

CRITERION-REFERENCED MEASURE

C7.37 Male patient's face is clean shaven with no cuts or scratches, and all items on instructor's checklist are rated acceptable.

INSTRUCTOR'S CHECKLIST 7.37

DUTY: DEVELOPING BASIC NURSING SKILLS

TASK: Shave or Assist Male with Shaving

ACTIVITY: Shave or assist male patient with shaving

ITEM	RATING*	
	Acceptable	Unacceptable
1. Washed hands.		
2. Identified patient.		
3. Explained procedure.		
4. Gathered equipment.		
5. Elevated head of bed, unless not advised.		
6. Placed towel across chest.		
7. Moistened and lathered face, being careful not to allow lather to get into the eyes.		
8. Shaved, using short, smooth strokes and holding skin taut.		
9. Started in front of the ear and worked toward chin.		
10. Continued on other side until all lather was removed.		
11. Rinsed razor frequently.		
12. Lathered neck and shaved upward toward the chin.		
13. Washed and rinsed the face.		
14. Applied aftershave lotion or powder.		

*All items must receive acceptable rating.

INSTRUCTOR'S CHECKLIST 7.37 (Continued)

DUTY: DEVELOPING BASIC NURSING SKILLS

TASK: Shave or Assist Male with Shaving

ACTIVITY: Shave or assist male patient with shaving

ITEM	RATING*	
	Acceptable	Unacceptable
15. Cleaned and stored equipment.		
16. Left patient clean and comfortable.		
17. Washed hands.		

***All items must receive acceptable rating.**

Source: Nursing Assistance Occupations. V-TECS.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Invite a barber to give a presentation to the class (E7.37.1 - E7.37.4).
2. Provide students with necessary supplies and have them identify and discuss their uses (E7.37.1, E7.37.4).
3. Have students list and discuss safety precautions, and where applicable refer to manufacturer's directions (E7.37.2).
4. Have female students invite their fathers or male relatives into class for a shave (E7.37.3, E7.37.4).

SELECTED TOOLS AND MATERIALS

Razor
Shaving cream
Preshave
Aftershave
Basin
Towel
Wash cloth
Handout: Instructor's checklist

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Being a Long-Term Care Nursing Assistant, pp. 138-139. Will and Eighmy.
Being a Nursing Assistant, 4th ed., pp. 152-153. H.R.E.T.
Mosby's Textbook for Nursing Assistants, pp. 236-238. Sorrentino.
Nursing Assistance Occupations, p. 31. V-TECS.

----------------Application--------------

CONTENT/CONCEPT

7. DEVELOPING BASIC NURSING SKILLS

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

7.38 Care for, or help patient care for, hair

COURSE

Nursing Assistant

7.38

PERFORMANCE OBJECTIVE

P7.38 Given necessary supplies and access to a patient, care, or help patient care for, hair. The hair must be combed or brushed gently, and all items on the instructor's checklist must be rated acceptable.

SELECTED ENABLING OBJECTIVES

E7.38.1 Explain differences in hair texture and care.

E7.38.2 Identify applicable safety and sanitation rules.

E7.38.3 Describe various methods used to brush or comb hair.

CRITERION-REFERENCED MEASURE

C7.38 Patient's hair combed or brushed gently with all items on instructor's checklist rated acceptable.

DUTY: DEVELOPING BASIC NURSING SKILLS

TASK: Care For, or Help Patient Care for, Hair

ACTIVITY: Care for, or help patient care for, hair

ITEM	RATING*	
	Acceptable	Unacceptable
1. Washed hands.		
2. Identified patient.		
3. Explained procedure.		
4. Placed clean towel on pillow under patient's head.		
5. Turned head away from assistant.		
6. Parted the hair in 3 main sections.		
7. Combed or brushed, beginning at ends and working toward the scalp.		
8. Avoided pulling by keeping hand on hair between scalp and end.		
9. Brushed or combed until hair is smooth from scalp to ends over entire head.		
10. Arranged hair attractively and comfortably.		
11. Removed towel.		
12. Cleaned and replaced equipment.		
13. Washed hands.		
14. Reported procedure.		

*All items must receive acceptable rating.

Source: Nursing Assistance Occupations. V-TECS.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Invite a cosmetologist to speak to class (E7.38.1-E7.38.3).
2. Arrange for class to tour a cosmetology class or beauty salon (E7.38.3).
3. Have students review study of hygiene (E7.38.2).
4. Provide class with head forms and wigs and have them practice hair brushing and combing (E7.38.3).

SELECTED TOOLS AND MATERIALS

Comb or brush
Vaseline, if necessary
Handout: Instructor's checklist

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Being a Long-Term Care Nursing Assistant, pp. 136-138. Will and Eighmy.
Being a Nursing Assistant, 4th ed., pp. 149-152. H.R.E.T.
Mosby's Textbook for Nursing Assistants, pp. 233-236. Sorrentino.
Nursing Assistance Occupations, p. 32. V-TECS.

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CONTENT/CONCEPT

7. DEVELOPING BASIC NURSING SKILLS

PROGRAM

NURSE'S ASSISTANT (17.0603)

TASK/COMPETENCY

7.39 Give a backrub

COURSE

Nursing Assistant

7.39

PERFORMANCE OBJECTIVE

P7.39 Given soap, water, towel, back lotion, and powder, give a backrub to a patient. The backrub must be administered in accordance with procedures stated on the instructor's checklist and with all items rated acceptable.

SELECTED ENABLING OBJECTIVES

E7.39.1 Identify the stages of decubitus ulcer formation.

E7.38.2 Explain the importance and purpose of frequent turning of the patient.

E7.39.3 Describe counterindications for use of alcohol and powder for backrubs.

E7.39.4 Demonstrate appropriate strokes used on various areas of the back.

CRITERION-REFERENCED MEASURE

C7.39 Backrub given to a patient with all items on instructor's checklist rated acceptable.

INSTRUCTOR'S CHECKLIST 7.39

DUTY: DEVELOPING BASIC NURSING SKILLS

TASK: Give a Backrub

ACTIVITY: Give a backrub to a patient

ITEM	RATING*	
	Acceptable	Unacceptable
1. Washed hands.		
2. Identified patient.		
3. Explained procedure.		
4. Provided patient privacy.		
5. Placed bed in high position.		
6. Moved patient to near side of bed in prone or Sims position.		
7. Stood with feet 12 inches apart, with one foot in front of the other.		
8. Washed and dried back.		
9. Placed lotion in palms of hands.		
10. Rubbed neck with fingers, using circular motions to the hairline.		
11. Placed hands on sacral area, and rubbed toward the neckline with long, smooth strokes.		
12. Continued down toward sacrum with broad circular motions.		
13. Continued with long, smooth strokes over the entire back from shoulders to sacrum.		
14. Continued rubbing for 3-5 minutes, until all lotion is absorbed.		

*All items must receive acceptable rating.

DUTY: DEVELOPING BASIC NURSING SKILLS

TASK: Give a Backrub

ACTIVITY: Give a backrub to a patient

ITEM	RATING*	
	Acceptable	Unacceptable
15. Applied powder to hands, and applied long, smooth strokes over back from shoulders to sacrum.		
16. Checked for and reported all broken and reddened areas.		
17. Replaced equipment.		
18. Left patient in comfortable position.		

***All items must receive acceptable rating.**

Source: Nursing Assistance Occupations. V-TECS.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Have class review study of the musculo-skeletal system and the integumentary system (E7.39.1-E7.39.3).
2. Invite a physical therapist to speak to class (E7.39.4).
3. Review positioning the patient (E7.39.2).
4. Explain steps as outlined on the checklist (E7.39.1-E7.39.4).

SELECTED TOOLS AND MATERIALS

Lotion
Powder
Alcohol
Soap
Water
Basin
Towel
Handout: Instructor's checklist

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Being a Long-Term Care Nursing Assistant, p. 129. Will and Eighmy.
Being a Nurse's Assistant, 4th ed., pp. 146-147. H.R.E.T.
Mosby's Textbook for Nursing Assistants, pp. 226-227. Sorrentino.
Nursing Assistance Occupations, p. 34. V-TECS.

CONTENT/CONCEPT

7. DEVELOPING BASIC NURSING SKILLS

TASK/COMPETENCY

7.40 Give skin care

----------------Application--------------

PROGRAM

NURSE'S ASSISTANT (17.0602)

COURSE

Nursing Assistant

7.40

PERFORMANCE OBJECTIVE

P7.40 Given access to a patient, lotion, towel, soap, powder, and other necessary supplies, give skin care. The following criteria must be met with 100% accuracy:

1. The patient's position must be changed, depending upon conditions prevalent.
2. The patient's skin must be clean and dry.
3. All bony prominences and reddened areas must be massaged.
4. Reported findings must agree with the instructor's findings with regard to any abnormal skin conditions.

SELECTED ENABLING OBJECTIVES

E7.40.1 Recall and describe characteristics of the integumentary system.

E7.40.2 Name four functions of the skin.

E7.40.3 Describe methods of skin protection and skin care.

E7.40.4 Explain the effects of urine and feces incontinency on the skin.

E7.40.5 Explain concepts of good skin care.

CRITERION-REFERENCED MEASURE

C7.40 Skin care administered with all the following met with 100% accuracy: a) patient's position changed in accordance with prevalent conditions, b) patient's skin clean and dry, c) all bony prominences and reddened areas massaged, and d) reported findings concur with instructor's findings in regard to any abnormal skin conditions.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Have students review and discuss study of integumentary system (E7.40.1, E7.40.2).
2. Invite a dermatologist to speak to class (E7.40.3-E7.40.5).
3. Have students read appropriate reference material (E7.40.2 - E7.40.4).
4. Have students practice providing skin care on a mannequin (E7.40.5).

SELECTED TOOLS AND MATERIALS

Lotion
Towel
Soap
Water
Basin

Powder
Wash cloth
Mannequin

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Being a Long-Term Care Nursing Assistant, pp. 119-126. Will and Eighmy.
Being a Nursing Assistant, 4th ed., pp. 350-353. H.R.E.T.
Mosby's Textbook for Nursing Assistants, pp. 242-246. Sorrentino.
Nursing Assistance Occupations, p. 35. V-TECS.

CONTENT/CONCEPT

7. DEVELOPING BASIC NURSING SKILLS

TASK/COMPETENCY

7.41 Give skin care to a patient in cast/traction

----------------Application--------------

PROGRAM

NURSE'S ASSISTANT (17.0602)

COURSE

Nursing Assistant

7.41

PERFORMANCE OBJECTIVE

P7.41 Given access to a patient in cast/traction, lotion, towel, soap, water, powder, and other necessary supplies, administer skin care to the patient. All items on the instructor's checklist must be rated acceptable.

SELECTED ENABLING OBJECTIVES

E7.41.1 Explain reasons for special skin care for a patient in traction/cast.

E7.41.2 Identify types of traction.

E7.41.3 Identify complications from cast application.

E7.41.4 Describe cast care.

E7.41.5 State procedures and safety precautions followed when administering skin care to a patient in a cast or traction.

CRITERION-REFERENCED MEASURE

C7.41 Skin care administered to a patient in cast/traction with all items on instructor's checklist rated acceptable.

INSTRUCTOR'S CHECKLIST 7.41

DUTY: DEVELOPING BASIC NURSING SKILLS

TASK: Give Skin Care to a Patient in Cast/Traction

ACTIVITY: Give skin care to a patient in a cast or in traction

ITEM	RATING*	
	Acceptable	Unacceptable
1. Washed hands.		
2. Identified patient.		
3. Explained procedure.		
4. Provided privacy.		
5. Adjusted bed to high position.		
6. Checked to be sure patient was in good body alignment.		
7. Checked for signs of impaired circulation: discoloration, coldness, pain, numbness, or edema.		
8. Smelled and felt cast for indications of skin breakdown.		
9. Checked edges of cast for roughness.		
10. Reinforced edges of cast with stockinette as needed.		
11. Checked for redness of skin caused by irritation of cast or traction apparatus.		
12. Used pillows to prevent pressure areas and maintained good alignment of the extremity.		
13. Checked traction ropes to make certain they were hanging free and were providing adequate pull.		
14. Turned patient as permitted, and gave back care.		

*All items must receive acceptable rating.

DUTY: DEVELOPING BASIC NURSING SKILLS

TASK: Give Skin Care to a Patient in Cast/Traction

ACTIVITY: Give skin care to a patient in a cast or in traction

ITEM	RATING*	
	Acceptable	Unacceptable
15. Checked entire body for reddened areas and massaged as needed.		
16. Straightened linens.		
17. Left patient clean, dry, and in good body alignment.		
18. Reported procedures and any pertinent observations.		

***All items must receive acceptable rating.**

Source: Nursing Assistance Occupations. V-TECS.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Show and discuss filmstrip Care of the Patient in a Cast (E7.41.1, E7.41.4).
2. Arrange for class to visit a local health care facility to view cast application and patients in traction (E7.41.2, E7.41.3).
3. Have students practice task. Discuss any problem areas they encountered (E7.41.5).

SELECTED TOOLS AND MATERIALS

Mannequin
Weights
Rope
Pulley
Cast (substitute plastic inflatable splint)
Powder
Handout: Instructor's checklist

Lotion
Towel
Soap
Water
Basin

SELECTED AUDIOVISUAL MATERIALS

Filmstrips/Cassettes: Care of the Patient in Traction. Trainex.
Care of the Patient in a Cast. Trainex

SELECTED REFERENCES

Being a Long-Term Care Nursing Assistant, pp. 152-155. Will and Eighmy.
Being a Nursing Assistant, 4th ed., pp. 193, 196-198. H.R.E.T.
Nursing Assistance Occupations, p. 36. V-TECS.

CONTENT/CONCEPT

7. DEVELOPING BASIC NURSING SKILLS

TASK/COMPETENCY

7.42 Give skin care to a patient in restraints

----------------Application--------------

PROGRAM

NURSE'S ASSISTANT (17.0602)

COURSE

Nursing Assistant

7.42

PERFORMANCE OBJECTIVE

P7.42 Given a patient in restraints, lotion, towel, water, soap, and other necessary supplies, give skin care to the patient. All items on instructor's checklist must be rated acceptable.

SELECTED ENABLING OBJECTIVES

E7.42.1 Describe abnormal skin conditions.

E7.42.2 Identify different types of restraints.

E7.42.3 Identify range-of-motion exercises.

E7.42.4 Explain restraint precautions.

E7.42.5 Relate basic concepts of skin care.

CRITERION-REFERENCED MEASURE

C7.42 Skin care administered to a patient in restraints with all items on instructor's checklist rated acceptable.

INSTRUCTOR'S CHECKLIST 7.42

DUTY: DEVELOPING BASIC NURSING SKILLS

TASK: Give Skin Care to Patient in Restraints

ACTIVITY: Give skin care to a patient in restraints

ITEM	RATING*	
	Acceptable	Unacceptable
1. Washed hands.		
2. Identified patient.		
3. Explained procedure to patient.		
4. Provided privacy.		
5. Checked body alignment.		
6. Corrected alignment as needed.		
7. Checked temperature, color, and movability of all extremities.		
8. Alternated body position, attaching all restraints to one side of the bed for sidelying positions.		
9. Removed one restraint at a time.		
10. Exercised each extremity.		
11. Massaged any skin surfaces reddened by the restraints.		
12. Replaced each restraint.		
13. Left patient clean and in good body alignment.		
14. Reported procedure and condition of the skin.		

***All items must receive acceptable rating.**

Source: Nursing Assistance Occupations. V-TECS.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Administer a pop quiz on range-of-motion exercises, then review areas of student weaknesses (E7.42.3).

2. Invite a dermatologist to give a presentation to class on abnormal skin conditions (E7.42.1).

3. Give class a demonstration on proper method to administer skin care and necessary safety procedures (E7.42.5).

4. Have students identify and apply vest, arm, and leg restraints and discuss necessary precautions (E7.42.2, E7.42.4).

SELECTED TOOLS AND MATERIALS

Vest restraint
Arm restraint
Leg restraint
Mannequin
Handout: Instructor's checklist

Lotion
Towel
Soap
Water
Basin

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Being a Long-Term Care Nursing Assistant, pp. 170-177. Will and Eighmy.
Being a Nursing Assistant, 4th ed., pp. 422-427. H.R.E.T.
Mosby's Textbook for Nursing Assistants, pp. 336-343. Sorrentino.
Nursing Assistance Occupations, p. 37. V-TECS.

-----------------Application---------------

CONTENT/CONCEPT

7. DEVELOPING BASIC NURSING SKILLS

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

7.43 Give, or assist with, a bed bath

COURSE

Nursing Assistant

7.43

PERFORMANCE OBJECTIVE

P7.43 Given the necessary supplies, give, or assist with, a bed bath. All items on instructor's checklist must be rated acceptable.

SELECTED ENABLING OBJECTIVES

E7.43.1 Relate the importance of patient positioning.

E7.43.2 Describe safety precautions.

E7.43.3 Outline procedures to follow when giving a bed bath.

CRITERION-REFERENCED MEASURE

C7.43 Bed bath given with all items on instructor's checklist rated acceptable.

INSTRUCTOR'S CHECKLIST 7.43

DUTY: DEVELOPING BASIC NURSING SKILLS

TASK: Give, or Assist Patient with, a Bed Bath

ACTIVITY: Give, or assist patient with, a bed bath

ITEM	RATING*	
	Acceptable	Unacceptable
1. Identified patient.		
2. Explained procedure.		
3. Gathered equipment.		
4. Washed hands.		
5. Checked temperature of room and eliminated drafts.		
6. Raised bed to working height.		
7. Provided for privacy.		
8. Placed bath blanket over patient.		
9. Fanfolded bed linens to foot of bed--did not expose patient.		
10. Prepared bath water at 110 - 115 F.		
11. Removed gown or pajamas.		
12. Placed towel across chest.		
13. Formed wash cloth into mitt over hand.		
14. Washed eye area from inner canula to outer canula.		

*All items must receive acceptable rating.

DUTY: DEVELOPING BASIC NURSING SKILLS

TASK: Give, or Assist Patient with, a Bed Bath

ACTIVITY: Give, or assist patient with, a bed bath.

ITEM		RATING*	
		Acceptable	Unacceptable
15.	Washed and dried face and neck; used soap only if desired by the patient.		
16.	Placed bath towel under arm on farthest side from assistant and washed and dried.		
17.	Placed hand in basin, soaked, and gave nail care.		
18.	Washed other arm in same manner.		
19.	Used deodorant or powder, if appropriate.		
20.	Placed towel over chest and fanfolded bath blanket to waistline.		
21.	Washed, rinsed, and dried chest using a circular motion.		
22.	Folded blanket to pubic bone and washed, rinsed, and dried lower abdomen. Replaced blanket.		
23.	Placed towel lengthwise under far leg and tucked blanket under upper leg to prevent draft.		
24.	Placed basin on bed and put foot into it.		
25.	Washed and rinsed leg from hip to knee.		
26.	Washed and rinsed from knee to foot.		
27.	Washed foot--dried very thoroughly.		
28.	Washed, rinsed, and dried other leg and foot in same way.		

***All items must receive acceptable rating.**

DUTY: DEVELOPING BASIC NURSING SKILLS

TASK: Give, or Assist Patient with, a Bed Bath

ACTIVITY: Give, or assist patient with, a bed bath.

ITEM	RATING*	
	Acceptable	Unacceptable
29. Obtained fresh water.		
30. Turned patient to side. Placed towel at bedline.		
31. Washed back with long, soothing strokes.		
32. Gave back rub according to procedure.		
33. Washed, rinsed, and dried perineal area.		
34. Put on clean gown or pajamas.		
35. Placed bed in low position.		
36. Attached signal bell and bedside table within reach.		
37. Left patient comfortable and in good alignment.		
38. Replaced equipment and tidied room.		

***All items must receive acceptable rating.**

Source: Nursing Assistance Occupations. V-TECS.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Have students discuss proper positioning of the patient (E7.43.1).
2. Show and discuss available filmstrips (E7.43.1-E7.43.3).
3. Have students practice assisting with a bed bath (E7.43.3).

SELECTED TOOLS AND MATERIALS

Patient/mannequin
Bath towel
Face towel (optional)
Wash cloth
Bath thermometer
Soap
Clean clothes
Deodorant
Powder or lotion
Bath blanket
Handout: Instructor's checklist

SELECTED AUDIOVISUAL MATERIALS

Filmstrips/Cassettes: The Bed Bath. Trainex.
Bathing the Patient. Trainex.

SELECTED REFERENCES

Being a Long-Term Care Nursing Assistant, pp. 126-129. Will and Eighmy.
Being a Nursing Assistant, 4th ed., pp. 135-143. H.R.E.T.
Mosby's Textbook for Nursing Assistants, pp. 213-219. Sorrentino.
Nursing Assistance Occupations, pp. 39-40. V-TECS.

----------------Application--------------

CONTENT/CONCEPT

7. DEVELOPING BASIC NURSING SKILLS

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

7.44 Give skin care to a patient with decubitus ulcer

COURSE

Nursing Assistant

7.44

PERFORMANCE OBJECTIVE

P7.44 Given access to a patient with decubitus ulcers, lotion, towel, soap, water, powder, and other necessary supplies, administer skin care to the patient. The following criteria must be met: (1) all bony prominences and reddened areas must be massaged; (2) the patient must be positioned in good alignment, off decubitus areas; (3) the student's findings must agree with the instructor's findings with regard to abnormal skin conditions.

SELECTED ENABLING OBJECTIVES

E7.44.1 Identify causes of decubitus ulcers.

E7.44.2 Describe skeletal system as related to decubiti.

E7.44.3 Research treatment for decubiti.

E7.44.4 Recall medical asepsis: handwashing, bandaging, and dressing.

E7.44.5 Recall and describe positioning the patient for comfort.

CRITERION-REFERENCED MEASURE

C7.44 Skin care administered with all bony prominences and reddened areas massaged, patient positioned in good alignment off decubitus areas, and abnormal skin conditions noted and reported accurately as verified by instructor.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Invite a resource person, such as a director of a local convalescent center, to speak to class (E7.44.1, E7.44.3).
2. Review study of the skeletal system and discuss (E7.44.2).
3. Review medical asepsis--have students practice dressing and bandaging (E7.44.4).
4. Have students relate the importance of positioning. Assign students to small groups to practice patient positioning (E7.44.5).

SELECTED TOOLS AND MATERIALS

Towel
Soap
Water
Basin
Powder
Lotion

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Being a Long-Term Care Nursing Assistant, pp. 122-125. Will and Eighmy.
Being a Nursing Assistant, 4th ed., pp. 201-208. H.R.E.T.
Mosby's Textbook for Nursing Assistants, pp. 242-246. Sorrentino.
Nursing Assistance Occupations, p. 58. V-TECS.

----------------Application--------------

CONTENT/CONCEPT

7. DEVELOPING BASIC NURSING SKILLS

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

7.45 Give, or assist with, a partial bath

COURSE

Nursing Assistant

7.45

PERFORMANCE OBJECTIVE

P7.45 Given the supplies necessary, give, or assist with, a partial bath. Each item on an instructor-prepared checklist must be rated acceptable.

SELECTED ENABLING OBJECTIVES

E7.45.1 Identify appropriate safety precautions.

E7.45.2 Determine a safe range of water temperature, using a bath thermometer.

E7.45.3 Describe effective and safe ways to assist patient in bathing.

CRITERION-REFERENCED MEASURE

C7.45 Partial bath administered with all items on an instructor-prepared checklist rated acceptable.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Emphasize to class safety procedures and precautions in relation to the patient (E7.45.1).
2. Have students practice using and reading a bath thermometer (E7.45.2).
3. Have students role play a nursing situation and practice giving a partial bath to a partner (E7.45.3).

SELECTED TOOLS AND MATERIALS

Patient
Bath towel
Wash cloth
Bath thermometer
Soap
Clean clothes
Deodorant
Powder or lotion
Bath blanket
Handout: Instructor-prepared checklist

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Being a Nursing Assistant, 4th ed., pp. 135-136, 142-143. H.R.E.T.
Mosby's Textbook for Nursing Assistants, pp. 220-221. Sorrentino.

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CONTENT/CONCEPT

7. DEVELOPING BASIC NURSING SKILLS

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

7.46 Assist a patient to take a shower

COURSE

Nursing Assistant

7.46

PERFORMANCE OBJECTIVE

P7.46 Given access to a patient and supplies necessary, assist the patient to take a shower. All items on an instructor-prepared checklist must be rated acceptable, and all safety precautions followed.

SELECTED ENABLING OBJECTIVES

E7.46.1 Identify all safety precautions.

E7.46.2 Explain signs which contraindicate assisting with a shower.

CRITERION-REFERENCED MEASURE

C7.46 Patient assisted to take a shower with all items rated acceptable on an instructor-prepared checklist; all safety precautions followed.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Have students prepare safety posters to place in areas which have showers and/or tubs (E7.46.1).
2. Discuss with students situations in which showers would not be allowed for patients (E7.46.2).
3. Devise hypothetical situations concerning patients and have students indicate whether the patient would be allowed to shower, and explain why or why not (E7.46.2).

SELECTED TOOLS AND MATERIALS

Towels
Rubber mats
Soap
Lotion or powder
Wash cloth
Handout: Instructor-prepared checklist
Robe
Slippers
Deodorant
Bath blanket

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Basic Nursing Procedures, pp. 181-183. Hornemann.
Being a Long-Term Care Nursing Assistant, p. 131. Will and Eighmy.

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CONTENT/CONCEPT

7. DEVELOPING BASIC NURSING SKILLS

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

7.47 Give, or assist with, a tub bath

COURSE

Nursing Assistant

7.47

PERFORMANCE OBJECTIVE

P7.47 Given instructor demonstration and the necessary supplies and equipment, give, or assist a patient with, a tub bath. All items on an instructor-prepared checklist must be rated acceptable.

SELECTED ENABLING OBJECTIVES

E7.47.1 State three goals for good skin care.

E7.47.2 List six reasons for bathing patients/residents.

E7.47.3 Outline procedure for giving a tub bath.

CRITERION-REFERENCED MEASURE

C7.47 Patient given, or assisted with, tub bath in accordance with instructor demonstration; all items on instructor-prepared checklist rated acceptable.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss with students the goals for good skin care (E7.47.1).
2. Discuss guidelines and reasons for bathing patient (E7.47.2).
3. Discuss procedure for giving a tub bath (E7.47.3).
4. Demonstrate how to give a tub bath (E7.47.3).
5. Have students practice the procedure (E7.47.3).

SELECTED TOOLS AND MATERIALS

Towels
Wash cloth
Soap
Bath thermometer
Bath mat
Chair
Clean clothing
Disinfectant solution
Deodorant or antiperspirant
Rubber mat

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Being a Long-Term Care Nursing Assistant, pp. 126, 130. Will and Eighmy.
Being a Nursing Assistant, 4th ed., pp. 143-146. H.R.E.T.
Clinical Nursing Procedures, p. 6. Belland and Wells.
Mosby's Textbook for Nursing Assistants, pp. 222-223. Sorrentino.

CONTENT/CONCEPT

7. DEVELOPING BASIC NURSING SKILLS

TASK/COMPETENCY

7.48 Give oral hygiene

---------------Application-------------

PROGRAM

NURSE'S ASSISTANT (17.0602)

COURSE

Nursing Assistant

7.48

PERFORMANCE OBJECTIVE

P7.48 Given petroleum jelly, mouth swabs, emesis basin, towel, and patient's oral hygiene supplies, give oral hygiene to a patient. The oral cavity must be throughly cleansed, and all items on the instructor's checklist must be rated acceptable.

SELECTED ENABLING OBJECTIVES

E7.48.1 Identify situations which would warrant giving oral hygiene.

E7.48.2 Explain methods of encrustation removal.

E7.48.3 Describe pertinent observations of the oral cavity.

E7.48.4 Outline procedures to follow when administering oral hygiene.

E7.48.5 Differentiate between oral hygiene for the conscious and unconscious patient.

CRITERION-REFERENCED MEASURE

C7.48 Oral hygiene given by thoroughly cleansing the oral cavity; all items on instructor's checklist rated acceptable.

INSTRUCTOR'S CHECKLIST 7.48

DUTY: DEVELOPING BASIC NURSING SKILLS

TASK: Give Oral Hygiene

ACTIVITY: Give oral hygiene to a patient

ITEM	RATING*	
	Acceptable	Unacceptable
1. Identified patient.		
2. Explained procedure.		
3. Washed hands.		
4. Gathered equipment and placed on table near bed.		
5. Turned patient's head to one side.		
6. Placed towel and emesis basin under chin.		
7. Cleansed entire mouth with swabs.		
8. Rinsed mouth with small amounts of liquid; allowed solution to drain into emesis basin (except for unconscious patients).		
9. Lubricated lips with petroleum jelly.		
10. Cleaned and replaced equipment.		
11. Left patient clean and comfortable.		
12. Washed hands.		
13. Reported observations.		

*All items must receive acceptable rating.

Source: Nursing Assistance Occupations. V-TECS.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Have students review study of the oral cavity (E7.48.3).
2. Demonstrate providing oral hygiene for the conscious and unconscious patient (E7.48.4, E7.48.5).
3. Assign specified reading and quiz students on methods of administering oral hygiene and specific situations in which it is administered (E7.48.1-E7.48.5).

SELECTED TOOLS AND MATERIALS

Petroleum jelly
Emesis basin
Towel
Handout: Instructor's checklist
Antiseptic mouthwash
Toothettes or other applicators
Padded tongue blades

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Being a Long-Term Care Nursing Assistant, pp. 134-136. Will and Eighmy.
Being a Nursing Assistant, 4th ed., pp. 131-135. H.R.E.T.
Mosby's Textbook for Nursing Assistants, pp. 205-210. Sorrentino.
Nursing Assistance Occupations, p. 42. V-TECS.
Oral Health Care in the Long Term Care Facility, pp. 21-23. ADA.

----------------Application--------------

CONTENT/CONCEPT

7. DEVELOPING BASIC NURSING SKILLS

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

7.49 Give denture care

COURSE

Nursing Assistant

7.49

PERFORMANCE OBJECTIVE

P7.49 Given toothbrush, toothpaste, and basin, mouthwash, and towel, give denture care. The dentures must not be dropped, must be cleaned properly, and all items on the instructor's checklist must receive an acceptable rating.

SELECTED ENABLING OBJECTIVES

E7.49.1 Identify different types of dentures.

E7.49.2 Explain importance of good oral hygiene.

E7.49.3 Relate administering oral hygiene to denture care.

CRITERION-REFERENCED MEASURE

C7.49 Dentures clean and all items on instructor's checklist rated acceptable.

INSTRUCTOR'S CHECKLIST 7.49

DUTY: DEVELOPING BASIC NURSING SKILLS

TASK: Give Denture Care

ACTIVITY: Clean dentures

ITEM	RATING*	
	Acceptable	Unacceptable
1. Assembled equipment.		
2. Washed hands.		
3. Identified patient.		
4. Explained procedure.		
5. Asked patient to remove dentures or removed dentures if patient unable to do so.		
6. Placed dentures in basin and carried to sink.		
7. Filled sink with water.		
8. Brushed dentures, down on upper teeth and up on lower teeth.		
9. Rinsed dentures with running water.		
10. Allowed patient to wash mouth.		
11. Let patient put dentures in mouth or did it for patient.		
12. Dried patient's mouth and hands.		
13. Washed hands.		

*All items must receive acceptable rating.

Source: Nursing Assistance Occupations. V-TECS.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Demonstrate denture care (E7.49.3).
2. Contact a local dentist and borrow used dentures of different types (E7.49.1, E7.49.2).
3. Invite a local dentist to speak to class about oral hygiene (E7.49.2, E7.49.3).
4. Have students research effectiveness and cost of denture cleaners (E7.49.2).

SELECTED TOOLS AND MATERIALS

Dentures
Toothbrush
Toothpaste
Basin
Mouthwash
Towel

Handout: Instructor's checklist

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Being a Long-Term Care Nursing Assistant, p. 135. Will and Eighmy.
Being a Nursing Assistant, 4th ed., pp. 133-134. H.R.E.T.
Mosby's Textbook for Nursing Assistants, pp. 210-212. Sorrentino.
Nursing Assistance Occupations, p.43. V-TECS.
Oral Health Care in the Long Term Care Facility, pp. 18-19. ADA.

CONTENT/CONCEPT

7. DEVELOPING BASIC NURSING SKILLS

TASK/COMPETENCY

7.50 Move a patient from bed to stretcher, using three-person lift

----------------Application--------------

PROGRAM

NURSE'S ASSISTANT (17.0602)

COURSE

Nursing Assistant

7.50

PERFORMANCE OBJECTIVE

P7.50 Given a stretcher, bath blanket, instructor demonstration, and two partners, move a patient from bed to stretcher, using the three-person lift. The patient must be moved in a safe manner consistent with his/her condition, proper body mechanics must be used, and all standard nursing care procedures must be observed. All procedures must be made in accordance with the instructor demonstration.

SELECTED ENABLING OBJECTIVES

E7.50.1 List and explain all safety procedures.

E7.50.2 Explain various stretcher adjustments, such as side rails, safety straps, height, brakes, and backrest.

E7.50.3 Identify good body mechanics.

E7.50.4 Identify important areas of team coordination.

CRITERION-REFERENCED MEASURE

C7.50 Patient moved from bed to stretcher, using three-person lift in accordance with instructor demonstration; patient moved in safe manner for his/her condition, proper body mechanics exhibited, and all standard nursing care procedures followed.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Review handouts and study of body mechanics, and relate to task (E7.50.3).
2. Show and discuss filmstrip Lifting and Moving Patients (E7.50.1).
3. Invite members of local rescue squad to provide a demonstration of a three-person lift (E7.50.2, E7.50.4).
4. Have students practice procedures in class. Emphasize all safety precautions (E7.50.1, E7.50.4).

SELECTED TOOLS AND MATERIALS

Stretcher
Bath blanket
Bed

SELECTED AUDIOVISUAL MATERIALS

Filmstrips:	Lifting and Moving Patients. Trainex. Transfer Activities and Ambulation. Trainex. Patient Transfers and Ambulation. Trainex.

SELECTED REFERENCES

CBE Curriculum for Nursing Assistant, 3rd ed. West Virginia Department of Education.
Mosby's Textbook for Nursing Assistants, p. 167. Sorrentino.

CONTENT/CONCEPT

7. DEVELOPING BASIC NURSING SKILLS

TASK/COMPETENCY

7.51 Move patient from stretcher to bed, using transfer sheet

----------------Application--------------

PROGRAM

NURSE'S ASSISTANT (17.0602)

COURSE

Nursing Assistant

7.51

PERFORMANCE OBJECTIVE

P7.51 Given a simulated situation, two partners, a stretcher, a bed, and a transfer sheet, move a patient from a stretcher to bed, using the transfer sheet. All items on the instructor's checklist must be rated acceptable.

SELECTED ENABLING OBJECTIVES

E7.51.1 State the principles of good body mechanics.

E7.51.2 Identify safety factors involved when transferring a patient.

E7.51.3 Explain the procedure for moving the patient onto a stretcher with a transfer sheet.

E7.51.4 Demonstrate the procedure to follow when moving patient from bed to stretcher, using a transfer sheet.

CRITERION-REFERENCED MEASURE

C7.51 Patient moved from stretcher to bed, using a transfer sheet and with all items on instructor's checklist rated acceptable.

INSTRUCTOR'S CHECKLIST 7.51

DUTY: DEVELOPING BASIC NURSING SKILLS

TASK: Move Patient from Stretcher to Bed, Using Transfer Sheet

ACTIVITY: Move a patient from stretcher to bed, using a transfer sheet

ITEM	RATING*	
	Acceptable	Unacceptable
1. Identified patient.		
2. Explained procedure.		
3. Washed hands.		
4. Obtained help of two other people.		
5. Placed stretcher parallel to bed. Locked stretcher.		
6. Assumed correct positions: one on each side of the bed and one at the head; grasped transfer sheet, using good body mechanics.		
7. Gently slid patient onto bed, placing comfortably and in good body alignment.		
8. Put side rails up.		
9. Replaced equipment.		

*All items must receive acceptable rating.

Source: Nursing Assistance Occupations. V-TECS.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Review with students principles of good body mechanics (E7.51.1).
2. Discuss safety factors involved when a patient is transferred (E7.51.2).
3. Explain the procedure for moving the patient onto a stretcher with a transfer sheet (E7.51.3).
4. Demonstrate how to move the patient onto a stretcher with a transfer sheet (E7.51.4).
5. Allow students to practice procedure (E7.51.4).

SELECTED TOOLS AND MATERIALS

Stretcher covered with a sheet or bath blanket
Bath blanket
Transfer sheet/drawsheet
Pillow
Bed
Handout: Instructor's checklist

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Mosby's Textbook for Nursing Assistants. Sorrentino.
Nursing Assistance Occupations, p. 45. V-TECS.

----------------Application--------------

CONTENT/CONCEPT

7. DEVELOPING BASIC NURSING SKILLS

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

7.52 Assist a patient who can stand to move to and from a wheelchair, shower chair, or Gerri-chair

COURSE

Nursing Assistant

7.52

PERFORMANCE OBJECTIVE

P7.52 Given a simulated situation, a wheelchair, shower chair, or Gerri-chair, assist a patient who can stand to move to and from the chair. All items on an instructor-prepared checklist must be rated acceptable.

SELECTED ENABLING OBJECTIVES

E7.52.1 Explain methods of assisting a patient who can stand to transfer to a wheelchair, shower chair, and Gerri-chair.

E7.52.2 Differentiate among these three kinds of chairs.

E7.52.3 Identify all safety precautions.

CRITERION-REFERENCED MEASURE

C7.52 Patient assisted to move to and from wheelchair, shower chair, or Gerri-chair with all items on instructor-prepared checklist rated acceptable.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Arrange for students to visit a local health facility to acquaint students with operation of a Gerri-chair and a shower chair (E7.52.1, E7.52.2).
2. Provide a demonstration of this task, emphasizing all safety procedures (E7.52.3).
3. Have students review patient positioning (E7.52.3).

SELECTED TOOLS AND MATERIALS

Wheelchair
Gerri-chair
Shower chair
Blanket
Wash cloth
Robe
Slippers
Bath towel
Handout: Instructor-prepared checklist

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Being a Long-Term Care Nursing Assistant, pp. 163-164. Will and Eighmy.
Being a Nursing Assistant, 4th ed., pp. 187-188. H.R.E.T.
Mosby's Textbook for Nursing Assistants, pp. 156-159. Sorrentino.

CONTENT/CONCEPT

7. DEVELOPING BASIC NURSING SKILLS

TASK/COMPETENCY

7.53 Transfer a helpless patient to and from bed to shower chair, wheelchair, or Gerri-chair

----------------Application-------------

PROGRAM

NURSE'S ASSISTANT (17.0602)

COURSE

Nursing Assistant

7.53

PERFORMANCE OBJECTIVE

P7.53 Given the necessary equipment and supplies, transfer a helpless patient to and from bed to wheelchair, shower chair, or Gerri-chair. All items on an instructor-prepared checklist must be rated acceptable.

SELECTED ENABLING OBJECTIVES

E7.53.1 Identify differences in the three types of chairs.

E7.53.2 State rules to follow for good body mechanics.

E7.53.3 Identify methods of lifting a helpless patient.

CRITERION-REFERENCED MEASURE

C7.53 Helpless patient transferred to and from bed to wheelchair, shower chair, or Gerri-chair with all items on instructor-prepared checklist rated acceptable.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Show filmstrip Lifting and Moving Patients and discuss (E7.53.2, E7.53.3).
2. Review rules of good body mechanics (E7.53.2).
3. Have students diagram proper body mechanics for all five movements (E7.53.2).
4. Demonstrate the procedure for transferring a helpless patient to a wheelchair (E7.53.1-E7.53.3).

SELECTED TOOLS AND MATERIALS

Shower chair, wheelchair, Gerri-chair
Blanket
Robe
House shoes
Towel
Wash cloth
Soap
Shower cap

Handout: Instructor-prepared checklist

SELECTED AUDIOVISUAL MATERIALS

Filmstrip: Lifting and Moving Patients. Trainex.

SELECTED REFERENCES

Being a Long-Term Care Nursing Assistant, pp. 164-165. Will and Eighmy.
Being a Nursing Assistant, 4th ed., pp. 186-187. H.R.E.T.
Mosby's Textbook for Nursing Assistants, pp. 156-159. Sorrentino.

-----------------Application---------------

CONTENT/CONCEPT

7. DEVELOPING BASIC NURSING SKILLS

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

7.54 Transport a patient by wheelchair

COURSE

Nursing Assistant

7.54

PERFORMANCE OBJECTIVE

P7.54 Given an instructor demonstration, a wheelchair, and a blanket, transport a patient by wheelchair through corridors, around corners, and onto and out of an elevator. The patient must be transported safely according to his/her condition, without undue discomfort, and in accordance with instructor demonstration.

SELECTED ENABLING OBJECTIVES

E7.54.1 Identify patient safety as related to wheelchair transportation.

E7.54.2 List steps to transfer a patient to and from bed to wheelchair.

E7.54.3 Relate transferring a patient to a wheelchair to transporting by wheelchair.

E7.54.4 Explain aspects of wheelchair courtesy as it applies to transport.

CRITERION-REFERENCED MEASURE

C7.54 Patient transported by wheelchair safely according to his/her condition, without undue discomfort, and in accordance with instructor demonstration.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Review transferring a patient to and from a wheelchair (E7.54.2).
2. Show and discuss filmstrip Patient Safety from Thermometers to Wheelchairs (E7.54.1-E7.54.4).
3. Have class design and prepare a bulletin board illustrating wheelchair safety and courtesy (E7.54.3, E7.54.4).

SELECTED TOOLS AND MATERIALS

Wheelchair
Bed
Blanket

SELECTED AUDIOVISUAL MATERIALS

Filmstrip:	Patient Safety From Thermometers to Wheelchairs. Trainex.

SELECTED REFERENCES

Being a Long-Term Care Nursing Assistant, p. 182. Will and Eighmy.
Being a Nursing Assistant, 4th ed., pp. 184-188. H.R.E.T.
Mosby's Textbook for Nursing Assistants, pp. 156-161. Sorrentino.

----------------Application--------------

CONTENT/CONCEPT

7. DEVELOPING BASIC NURSING SKILLS

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

7.55 Transport a patient by stretcher

COURSE

Nursing Assistant

7.55

PERFORMANCE OBJECTIVE

P7.55 Given an instructor demonstration, a stretcher, and a blanket, transport a patient by stretcher through corridors, around corners, and onto and out of an elevator. The patient must be transported without undue discomfort, in a safe manner, and in accordance with instructor demonstration.

SELECTED ENABLING OBJECTIVES

E7.55.1 Identify methods of transferring a patient from the bed to a stretcher.

E7.55.2 Explain corridor and elevator courtesy as related to stretcher transportation.

E7.55.3 List and explain all safety procedures related to stretcher transportation.

CRITERION-REFERENCED MEASURE

C7.55 Patient transported by stretcher through corridors, around corners, and onto and out of an elevator in accordance with instructor demonstration; patient comfort and safety maintained.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Review study of moving patient to stretcher (E7.55.1).
2. Give a teacher demonstration of transporting a patient by stretcher (E7.55.2).
3. Have students practice tranporting a mannequin by stretcher. Emphasize all safety procedures (E7.55.2, E7.55.3).

SELECTED TOOLS AND MATERIALS

Stretcher
Blanket
Bed

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Being a Nursing Assistant, 4th ed., pp. 190-192. H.R.E.T.
CBE Curriculum for Nursing Assistant, 3rd ed. West Virginia Department of Education.

CONTENT/CONCEPT

7. DEVELOPING BASIC NURSING SKILLS

TASK/COMPETENCY

7.56 Assist with admission of a patient

----------------Application--------------

PROGRAM

NURSE'S ASSISTANT (17.0602)

COURSE

Nursing Assistant

7.56

PERFORMANCE OBJECTIVE

P7.56 Given a simulated situation and the necessary supplies, assist with the admission of a patient. All items on the instructor's checklist must be rated acceptable.

SELECTED ENABLING OBJECTIVES

E7.56.1 Identify components of an admission sheet.

E7.56.2 Outline the procedures to take and record vital signs.

E7.56.3 Outline the procedures to take and record height and weight.

E7.56.4 Explain the purpose of obtaining a routine urine specimen.

E7.56.5 Differentiate between objective and subjective observations.

E7.56.6 List various psychological reactions to hospitalization.

CRITERION-REFERENCED MEASURE

C7.56 Assisted with patient admission with all items on instructor's checklist rated acceptable.

INSTRUCTOR'S CHECKLIST 7.56

DUTY: DEVELOPING BASIC NURSING SKILLS

TASK: Assist with Admission of a Patient

ACTIVITY: Assist with admission of a patient

ITEM	RATING*	
	Acceptable	Unacceptable
1. Assembled necessary equipment in room.		
2. Prepared bed by lowering and opening the bed.		
3. Greeted patient and made appropriate introductions.		
4. Assisted patient to undress, if necessary.		
5. Acquainted patient with surroundings, equipment, and schedule.		
6. Listed patient's belongings; sent valuables home or to safe in business office; reported any unusual items.		
7. Gave patient identification bracelet.		
8. Measured and recorded patient's height, weight, temperature, pulse, respiration, and blood pressure.		
9. Reported any unusual observations, such as bruises, sores, and rashes.		
10. Obtained a urine specimen.		
11. Provided for patient's comfort and safety.		
12. Visited or checked on patient to aid in adjustment to the hospital.		

*All items must receive acceptable rating.

Source: Nursing Assistance Occupations. V-TECS.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Obtain forms from various local health facilities and provide students with copies. Have students compare and contrast the information required and practice completing the forms (E7.56.1).
2. Pair students and have them practice taking and recording vital signs, height, and weight (E7.56.2, E7.56.3).
3. Provide students with copies of urine request cards and labels. Have students complete cards and labels (E7.56.4).
4. Prepare a list of observations and have students identify objective and subjective symptoms (E7.56.5).
5. Have students interview family members, friends, neighbors, and teachers who have been hospitalized, concerning their feelings about hospitalization (E7.56.6).

SELECTED TOOLS AND MATERIALS

Wheelchair
Admission sheets
Thermometer
Blood pressure apparatus
Stethoscope
Specimen bottles
Labels
Specimen cards
Valuables envelopes
Handout: Instructor's checklist
Hospital admission forms

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Being a Long-Term Care Nursing Assistant, pp. 51-53. Will and Eighmy.
Being a Nursing Assistant, 4th ed., pp. 354-361. H.R.E.T.
Mosby's Textbook for Nursing Assistants, pp. 351-357. Sorrentino.
Nursing Assistance Occupations, pp. 11-12. V-TECS.

CONTENT/CONCEPT

7. DEVELOPING BASIC NURSING SKILLS

TASK/COMPETENCY

7.57 Assist with transfer of a patient

----------------Application--------------

PROGRAM

NURSE'S ASSISTANT (17.0602)

COURSE

Nursing Assistant

7.57

PERFORMANCE OBJECTIVE

P7.57 Given a simulated situation, a transfer order, and the necessary equipment and supplies, assist with the transfer of a patient. The patient must be moved safely, and all items on the instructor's checklist must be rated acceptable.

SELECTED ENABLING OBJECTIVES

E7.57.1 Identify circumstances which would determine the need for patient transfer.

E7.57.2 Explain components of transfer forms.

E7.57.3 Identify body mechanics related to transfer.

E7.57.4 State procedures to be followed when transferring a patient.

CRITERION-REFERENCED MEASURE

C7.57 Assisted with the safe transfer of a patient with all items on instructor's checklist rated acceptable.

INSTRUCTOR'S CHECKLIST 7.57

DUTY: DEVELOPING BASIC NURSING SKILLS

TASK: Assist with Transfer of a Patient

ACTIVITY: Assist with the transfer of a patient

ITEM	RATING*	
	Acceptable	Unacceptable
1. Washed hands and identified patient.		
2. Discussed transfer procedures with patient.		
3. Collected patient's belongings (clothes, equipment, personal items).		
4. Obtained the proper vehicle for moving.		
5. Moved the patient, using good body mechanics and safety measures.		
6. Assisted patient into new bed, positioning for comfort and safety.		
7. Acquainted patient with new surroundings and introduced to staff and other patients in new unit.		
8. Returned equipment used for moving patient.		
9. Stripped room for cleaning.		
10. Removed soiled linen.		
11. Reported procedure.		

*All items must receive acceptable rating.

Source: Nursing Assistance Occupations. V-TECS.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Have students research appropriate reference materials and identify areas which necessitate a patient transfer (E7.57.1).
2. Secure transfer forms from surrounding health facilities, and have students complete (E7.57.2).
3. Show filmstrip Lifting and Moving and discuss (E7.57.3).
4. Have students role play with a classmate transferring procedures (E7.57.4).

SELECTED TOOLS AND MATERIALS

Wheelchair or stretcher
Blanket
Clothing
Personal supplies
Handouts: Instructor's checklist
Transfer forms from local health facilities

SELECTED AUDIOVISUAL MATERIALS

Filmstrip: Lifting and Moving. Trainex.

SELECTED REFERENCES

Being a Long-Term Care Nursing Assistant, p. 53. Will and Eighmy.
Being a Nursing Assistant, 4th ed., pp. 361-362. H.R.E.T.
Mosby's Textbook for Nursing Assistants, pp. 357-358. Sorrentino.
Nursing Assistance Occupations, p. 14. V-TECS.

----------------Application--------------

CONTENT/CONCEPT

7. DEVELOPING BASIC NURSING SKILLS

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

7.58 Assist with discharge of a patient

COURSE

Nursing Assistant

7.58

PERFORMANCE OBJECTIVE

P7.58 Given a discharge order and wheelchair, assist with discharge of a patient. The following criteria must be met with 100% accuracy:

1. All patient's belongings must be packed.
2. The patient must be transported safely without undue discomfort.
3. All standard nursing care procedures must be followed.

SELECTED ENABLING OBJECTIVES

E7.58.1 Relate transfer and transport by wheelchair to the discharge of a patient.

E7.58.2 Recall study of nursing ethics and relate to the discharge of a patient.

E7.58.3 Evaluate discharge forms from various local health facilities.

CRITERION-REFERENCED MEASURE

C7.58 Assisted with discharge of a patient with the following criteria met with 100% accuracy: (1) all patient's belongings packed, (2) patient transported safely without undue discomfort, and (3) all standard nursing care procedures followed.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Have students role play a discharge situation (E7.58.1).
2. Show and discuss filmstrip Ethics for the Nursing Assistant (E7.58.2).
3. Provide students with copies of discharge forms from various local health care facilities and review (E7.58.3).

SELECTED TOOLS AND MATERIALS

Wheelchair
Handout: Discharge forms

SELECTED AUDIOVISUAL MATERIALS

Filmstrip: Ethics for the Nursing Assistant. Trainex.

SELECTED REFERENCES

Being a Long-Term Care Nursing Assistant, p. 54. Will and Eighmy.
Being a Nursing Assistant, 4th ed., pp. 363-369. H.R.E.T.
Mosby's Textbook for Nursing Assistants, pp. 358-359. Sorrentino.
Nursing Assistance Occupations, p. 13. V-TECS.

CONTENT/CONCEPT

7. DEVELOPING BASIC NURSING SKILLS

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

7.59 Strain urine

COURSE

Nursing Assistant

7.59

PERFORMANCE OBJECTIVE

P7.59 Given a simulated situation and supplies, strain urine for the presence of calculi, according to a checklist provided by the instructor. All items on the instructor-prepared checklist must receive an acceptable rating.

SELECTED ENABLING OBJECTIVES

E7.59.1 Define calculi: location, types, symptoms, and treatment.

E7.59.2 Identify structures of the urinary system and their functions.

E7.59.3 State functions of the gall bladder.

CRITERION-REFERENCED MEASURE

C7.59 Urine strained for the presence of calculi with all items on instructor-prepared checklist rated acceptable.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Obtain calculi specimens from a urologist for student observation (E7.59.1).
2. Have students review study of structure and function of the urinary system (E7.59.2).
3. Have students name the location of the gall bladder, and discuss with class the function of the gall bladder (E7.59.3).

SELECTED TOOLS AND MATERIALS

Urinal or bedpan
Strainer or gauze squares
Specimen container
Laboratory request slip
Tag for bed: STRAIN URINE
Disposal gloves, optional
Handout: Instructor-prepared checklist

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Being a Nursing Assistant, 4th ed., pp. 296-298. H.R.E.T.
Mosby's Textbook for Nursing Assistants, p. 270. Sorrentino.

CONTENT/CONCEPT

7. DEVELOPING BASIC NURSING SKILLS

TASK/COMPETENCY

7.60 Assist with preparation for surgery

----------------Application--------------

PROGRAM

NURSE'S ASSISTANT (17.0602)

COURSE

Nursing Assistant

7.60

PERFORMANCE OBJECTIVE

P7.60 Given a preoperative simulated situation and the necessary equipment and supplies, assist in preparing a patient for surgery. All items on an instructor-prepared checklist must be rated acceptable.

SELECTED ENABLING OBJECTIVES

E7.60.1 Define preoperative and postoperative.

E7.60.2 Identify terms related to the surgical patient.

E7.60.3 Describe psychological reactions to surgery.

E7.60.4 Explain the purpose of consent forms used by local health facilities.

E7.60.5 Outline the steps to follow when assisting with preparation for surgery.

E7.60.6 Recall taking and recording vital signs.

CRITERION-REFERENCED MEASURE

C7.60 Assisted in preparing a patient for surgery with all items on instructor-prepared checklist rated acceptable.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Develop a handout which includes vocabulary and definitions related to the surgical patient (E7.60.1, E7.60.2).
2. Have students read and discuss appropriate reference material (E7.60.3).
3. Obtain copies of consent forms used in local health facilities and discuss with students (E7.60.4).
4. Have students role play this task with classmates (E7.60.5, E7.60.6).

SELECTED TOOLS AND MATERIALS

Stretcher
Thermometer
Blood pressure apparatus
Stethoscope
Handout: Instructor-prepared checklist

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Being a Nursing Assistant, 4th ed., pp. 379-388. H.R.E.T.
Mosby's Textbook for Nursing Assistants, pp. 408-413. Sorrentino.

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CONTENT/CONCEPT

7. DEVELOPING BASIC NURSING SKILLS

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

7.61 Prepare a unit to receive a patient from operating room

COURSE

Nursing Assistant

7.61

PERFORMANCE OBJECTIVE

P7.61 Given equipment and supplies necessary, prepare a unit to receive a patient from the operating room. All items must be rated acceptable on an instructor-prepared checklist.

SELECTED ENABLING OBJECTIVES

E7.61.1 Match vocabulary terms with definitions related to postoperative complications and levels of the consciousness.

E7.61.2 List six cardinal rules for postoperative care.

E7.61.3 Identify the sequence of steps necessary to prepare a unit.

CRITERION-REFERENCED MEASURE

C7.61 Unit prepared to receive a patient from the operating room with all items on instructor-prepared checklist rated acceptable.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Have students prepare and display a bulletin board illustrating the cardinal rules for postoperative care (E7.61.2).
2. Develop a handout which contains terms and definitions related to postoperative care and review with class (E7.61.1).
3. Present a demonstration of postoperative unit preparation (E7.61.3).

SELECTED TOOLS AND MATERIALS

Linens
Thermometer
Blood pressure apparatus
Stethoscope
Tissues
Handout: Instructor-prepared checklist
Emesis basin
I.V. standard, if necessary
Suction machine, if necessary
I. & O. sheet
Drainage bottle and tubing

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Being a Nursing Assistant, 4th ed., pp. 388-394. H.R.E.T.
Mosby's Textbook for Nursing Assistants, pp. 418-423. Sorrentino.
Nursing Skills for Allied Health, Vol. I, 3rd ed. Rambo and Wood.

CONTENT/CONCEPT

7. DEVELOPING BASIC NURSING SKILLS

TASK/COMPETENCY

7.62 Give a.m. care

----------------Application--------------

PROGRAM

NURSE'S ASSISTANT (17.0602)

COURSE

Nursing Assistant

7.62

PERFORMANCE OBJECTIVE

P7.62 Given the supplies necessary, give a.m. care to a patient. All items on an instructor-prepared checklist must receive an acceptable rating.

SELECTED ENABLING OBJECTIVES

E7.62.1 Identify aspects of oral hygiene related to a.m. care.

E7.62.2 Relate making the occupied bed to a.m. care.

E7.62.3 Identify bed positions related to administering a.m. care.

CRITERION-REFERENCED MEASURE

C7.62 A.M. care given with all items on instructor-prepared checklist rated acceptable.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Before discussing task, have students list their own daily routine of a.m. care. Discuss in relation to administering a.m. care (E7.62.1, E7.62.3).

2. Have students work in small groups to identify areas previously studied which relate to task (E7.62.1-E7.62.3).

3. Invite community or faculty members who have been in the hospital recently to discuss with class the patient's view of the importance of a.m. care (E7.62.1-E7.62.3).

SELECTED TOOLS AND MATERIALS

Bedpan or urinal
Overbed table
Basin with water
Soap
Wash cloth
Towel
Toothbrush
Toothpaste
Emesis basin
Handout: Instructor-prepared checklist

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Being a Long-Term Care Nursing Assistant, p. 141. Will and Eighmy.
Mosby's Textbook for Nursing Assistants, pp. 204-205. Sorrentino.
Nursing Skills for Allied Health, Vol. I, 3rd ed. Rambo and Wood.

CONTENT/CONCEPT

7. DEVELOPING BASIC NURSING SKILLS

TASK/COMPETENCY

7.63 Give p.m. care

----------------Application--------------

PROGRAM

NURSE'S ASSISTANT (17.0602)

COURSE

Nursing Assistant

7.63

PERFORMANCE OBJECTIVE

P7.63 Given a simulated situation and the necessary equipment and supplies, give p.m. care. All items on an instructor-prepared checklist must be rated acceptable.

SELECTED ENABLING OBJECTIVES

E7.63.1 Compare and contrast aspects of giving a.m. and p.m. care.

E7.63.2 Demonstrate administering a backrub.

E7.63.3 Analyze the psychological impacts of p.m. care.

CRITERION-REFERENCED MEASURE

C7.63 P.M. care given with all items on instructor-prepared checklist rated acceptable.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Have students reveiw, then demonstrate the proper method to give a backrub (E7.63.2).

2. Secure a tape recorder. Have students role play giving p.m. care and record. Play back recording and have class critique (E7.63.3).

3. After role play, have students discuss similarities and differences in a.m. and p.m. care (E7.63.1).

SELECTED TOOLS AND MATERIALS

Bedpan/urinal
Basin/water
Wash cloth
Toothbrush
Lotion
Handout: Instructor-prepared checklist
Soap
Emesis basin
Toothpaste
Towel

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Being a Long-Term Care Nursing Assistant, p. 141. Will and Eighmy.
Mosby's Textbook for Nursing Assistants, p. 205. Sorrentino.
Nursing Skills for Allied Health, Vol. I, 3rd ed. Rambo and Wood.

----------------Application--------------

CONTENT/CONCEPT

7. DEVELOPING BASIC NURSING SKILLS

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

7.64 Assist with physical examination

COURSE

Nursing Assistant

7.64

PERFORMANCE OBJECTIVE

P7.64 Given the necessary supplies and a simulated situation, assist with a physical examination. The patient must be positioned properly, draped correctly, and afforded privacy. All equipment and supplies must be identified accurately and handled properly. All standard nursing care procedures must be observed.

SELECTED ENABLING OBJECTIVES

E7.64.1 Identify vocabulary terms and definitions which relate to physical examination.

E7.64.2 List five reasons for physical examinations.

E7.64.3 Name and describe four methods of physical investigation.

E7.64.4 Identify equipment used by a physician during a physical examination.

CRITERION-REFERENCED MEASURE

C7.64 Assisted with physical examination by positioning and draping patient properly, affording patient privacy, identifying and handling equipment and supplies accurately, and observing all standard nursing care procedures.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Develop a handout of vocabulary terms and definitions and discuss with class (E7.64.1).
2. Show students the following pieces of equipment and explain their uses: Otoscope head, ophthalmoscopy percussion hammer, head mirror, vaginal speculum, laryngeal mirror, nasal speculum, gooseneck lamp (E7.64.4).
3. Have students prepare posters which illustrate the importance of having a physical examination. Have students choose posters to be placed in the school and community (E7.64.2).
4. Have students role play assisting with a physical examination and demonstrating the various methods (E7.64.4).

SELECTED TOOLS AND MATERIALS

- Examination gown
- Blanket or sheets
- Blood pressure cuff
- Stethoscope
- Thermometer
- Scale with measuring rod
- Tape measure
- Tuning fork
- Otoscope
- Ophthalmoscope
- Nasal speculum
- Percussion hammer
- Tongue blades
- Laryngeal mirror
- Head mirror
- Tissues
- Cotton balls
- Flashlight/gooseneck lamp
- Urine specimen bottle
- Lab & x-ray request forms

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Being a Nursing Assistant, 4th ed., pp. 370-373. H.R.E.T.
Mosby's Textbook for Nursing Assistants, pp. 360-366. Sorrentino.

----------------Application--------------

CONTENT/CONCEPT

7. DEVELOPING BASIC NURSING SKILLS

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

7.65 Transfer a patient, using mechanical lift

COURSE

Nursing Assistant

7.65

PERFORMANCE OBJECTIVE

P7.65 Given a mechanical lift, sling, chair, and blankets, transfer a patient, using the mechanical lift. The transfer must be completed safely, and all items on an instructor-prepared checklist must be rated acceptable.

SELECTED ENABLING OBJECTIVES

E7.65.1 Identify situations which would warrant the use of a mechanical lift.

E7.65.2 Identify areas of safety.

E7.65.3 Demonstrate procedure to operate lift.

CRITERION-REFERENCED MEASURE

C7.65 Patient transferred safely, using mechanical lift with all items on instructor-prepared checklist rated acceptable.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Show Use of Patient Lifters and discuss (E7.65.1).
2. Arrange for class to view this procedure at a local health facility and have class note safety precautions (E7.65.2).
3. Have students practice using the lift (E7.65.3).
4. Demonstrate transferring a patient using the lift and emphasize all skill areas (E7.65.3)

SELECTED TOOLS AND MATERIALS

Blanket
Sling
Chair
Handout: Instructor-prepared checklist

SELECTED AUDIOVISUAL MATERIALS

Filmstrip: Use of Patient Lifters. Trainex.

SELECTED REFERENCES

Being a Long-Term Care Nursing Assistant, pp. 82-84. Will and Eighmy.
Being a Nursing Assistant, 4th ed., pp. 188-189. H.R.E.T.
Mosby's Textbook for Nursing Assistants, pp. 162-163. Sorrentino.

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CONTENT/CONCEPT

7. DEVELOPING BASIC NURSING SKILLS

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

7.66 Drape a patient for physical examination/treatment

COURSE

Nursing Assistant

7.66

PERFORMANCE OBJECTIVE

P7.66 Given pillows, bed, and sheets, drape a patient for a physical examination or treatment. Demonstration must include the accurate draping in 10 different positions to be rated acceptable. All standard nursing care procedures must be observed.

SELECTED ENABLING OBJECTIVES

E7.66.1 Name the 10 different positions which may be used for physical examinations/treatment.

E7.66.2 Match positions with types of examinations/treatments.

E7.66.3 Relate patient positioning to draping.

CRITERION-REFERENCED MEASURE

C7.66 Patient draped accurately for a physical examination or treatment in 10 different positions; all standard nursing care procedures observed.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss with class the 10 positions used in draping (E7.66.1).
2. Develop a handout which describes various treatments and purposes for examination and have students identify proper position and draping for each (E7.66.2).
3. Have students practice with a classmate draping and positioning for 10 different examinations/treatments (E7.66.3).

SELECTED TOOLS AND MATERIALS

Pillows
Sheets
Bed

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Being a Long-Term Care Nursing Assistant, pp. 184-186. Will and Eighmy.
Being a Nursing Assistant, 4th ed., pp. 374-378. H.R.E.T.
Mosby's Textbook for Nursing Assistants, pp. 169-172. Sorrentino.

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CONTENT/CONCEPT

7. DEVELOPING BASIC NURSING SKILLS

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

7.67 Assist with a whirlpool bath

COURSE

Nursing Assistant

7.67

PERFORMANCE OBJECTIVE

P7.67 Given a patient and necessary supplies and equipment, assist with a whirlpool bath. Tub should be filled approximately half full and water temperature should be between 100 - 115 F. Patient safety must be maintained at all times, and the assistant must demonstrate good body mechanics throughout. All standard nursing procedures must be followed.

SELECTED ENABLING OBJECTIVES

E7.67.1 Explain the purposes of the whirlpool bath.

E7.67.2 Identify two types of whirlpools.

E7.67.3 Explain the operation of two types of whirlpools.

E7.67.4 Relate body mechanics to administering a whirlpool bath.

CRITERION-REFERENCED MEASURE

C7.67 Assisted with whirlpool bath; tub filled properly, water temperature correct, and patient safety maintained. Assistant maintained good body mechanics and followed all standard nursing procedures.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss with class the purposes of a whirlpool bath (E7.67.1).
2. Arrange for students to visit a local health facility and see two types of whirlpools and their operation (E7.67.2, E7.67.3).
3. Arrange for students to operate whirlpools at a local facility (E7.67.3).
4. Discuss and have students practice proper body mechanics for lifting and moving the patient (E7.67.4).

SELECTED TOOLS AND MATERIALS

Whirlpool
Soap
Wash cloth
Towel
Robe
Slippers
Disinfectant soap

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Nursing Skills for Allied Health, Vol. I, 3rd ed. Rambo and Wood.

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CONTENT/CONCEPT

7. DEVELOPING BASIC NURSING SKILLS

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

7.68 Transfer a patient to bedside commode

COURSE

Nursing Assistant

7.68

PERFORMANCE OBJECTIVE

P7.68 Given a bedside commode, toilet tissue, soap, basin, washcloth, and towel, transfer patient to bedside commode. The patient must not be injured in the process or his/her condition aggravated. All items on an instructor-prepared checklist must be rated acceptable.

SELECTED ENABLING OBJECTIVES

E7.68.1 Identify vocabulary used to describe urine and feces.

E7.68.2 Describe safety concerns related to patient movement.

E7.68.3 Relate procedure for having patient sit on side of the bed to transferring a patient.

CRITERION-REFERENCED MEASURE

C7.68 Patient transferred to bedside commode without injury or aggravation of condition; all items on instructor-prepared checklist rated acceptable.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Have class review study of urinary system (E7.68.1).
2. Have students demonstrate, without review, assisting patient to sit on the side of the bed (E7.68.3).
3. Emphasize to class all areas of safety (E7.68.2).
4. Have students write a sample report after practicing procedure (E7.68.1-E7.68.3).

SELECTED TOOLS AND MATERIALS

Bedside commode
Toilet tissue
Soap
Basin
Water
Washcloth
Towel
Handout: Instructor-prepared checklist

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Being a Long-Term Care Nursing Assistant, pp. 232-233. Will and Eighmy.
Being a Nursing Assistant, 4th ed., pp. 156-157. H.R.E.T.
CBE Curriculum for Nursing Assistant, 3rd ed. West Virginia Department of Education.
Mosby's Textbook for Nursing Assistants, pp. 255-256. Sorrentino.

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CONTENT/CONCEPT

7. DEVELOPING BASIC NURSING SKILLS

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

7.69 Assist patient with walker and quad cane use

COURSE

Nursing Assistant

7.69

PERFORMANCE OBJECTIVE

P7.69 Given a simulated situation, a walker, and a quad cane, assist a patient with walker and quad cane use. All items on a checklist provided by the instructor must receive an acceptable rating.

SELECTED ENABLING OBJECTIVES

E7.69.1 Identify 5 possible hazards to walker patients.

E7.69.2 Outline procedure to determine correct length of cane.

E7.69.3 Identify safety concerns in patient ambulation.

E7.69.4 State steps to follow to assist patient and identify importance of each.

CRITERION-REFERENCED MEASURE

C7.69 Patient assisted with walker and quad cane use with all items on the instructor-prepared checklist rated acceptable.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Invite a physical therapist to demonstrate procedures (E7.69.3, E7.69.4).
2. Arrange for students to visit a physical therapy department at a local health facility (E7.69.4).
3. Have students practice determining cane length and walker height (E7.69.2).
4. Have students list possible hazards; then practice with equipment to ascertain methods to avoid these hazards (E7.69.1).

SELECTED TOOLS AND MATERIALS

Walker
Quad cane
Handout: Instructor-prepared checklist

SELECTED AUDIOVISUAL MATERIALS

Filmstrip:	Transfer Activities and Ambulation. Trainex.

SELECTED REFERENCES

Being a Long-Term Care Nursing Assistant, p. 180. Will and Eighmy.
Geriatric Assistant. Mummah and Smith.
Mosby's Textbook for Nursing Assistants, pp. 346-349. Sorrentino.

CONTENT/CONCEPT

7. DEVELOPING BASIC NURSING SKILLS

TASK/COMPETENCY

7.70 Clean and beautify fingernails

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PROGRAM

NURSE'S ASSISTANT (17.0602)

COURSE

Nursing Assistant

7.70

PERFORMANCE OBJECTIVE

P7.70 Given an orangewood stick, hand towel, a basin of warm water or liquid soap, blunt scissors, emory board, and lotion, clean and beautify fingernails. All items on the instructor's checklist must be rated acceptable.

SELECTED ENABLING OBJECTIVES

E7.70.1 Identify terms related to fingernails and nail care.

E7.70.2 Research care of fingernails and relate precautions.

E7.70.3 Identify and explain uses of implements used in fingernail care.

CRITERION-REFERENCED MEASURE

C7.70 Fingernails cleaned and their appearance improved; all items on instructor's checklist rated acceptable.

DUTY: DEVELOPING BASIC NURSING SKILLS

TASK: Clean and Beautify Fingernails

ACTIVITY: Clean and beautify fingernails

ITEM	RATING*	
	Acceptable	Unacceptable
1. Identified patient.		
2. Explained procedure.		
3. Washed hands.		
4. Soaked hands in warm soapy water.		
5. Pushed back softened cuticle with orangewood stick.		
6. Cleaned under nails with orangewood stick.		
7. Dried hands, if needed.		
8. Cut or filed nail straight across, if needed.		
9. Observed for redness, cyanosis, hangnails, infection, or signs of ingrowing.		
10. Applied lotion if skin is dry.		
11. Reported procedure.		
12. Washed hands.		

*All items must receive acceptable rating.

Source: Nursing Assistance Occupations. V-TECS.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Invite a cosmetologist to explain fingernail care (E7.70.2, E7.70.3).
2. Arrange for students to visit the cosmetology department for a demonstration of a manicure (E7.70.3).
3. Provide class with a list of terms pertaining to fingernail care and have them research definitions (E7.70.1).
4. Practice on a partner; switch roles (E7.70.3).

SELECTED TOOLS AND MATERIALS

Orangewood stick
Basin of warm water
Blunt scissors
Lotion
Handout: Instructor's checklist
Liquid soap
Emory board
Hand towel

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Geriatric Assistant. Mummah and Smith.
Nursing Assistance Occupations, p. 33. V-TECS.

CONTENT/CONCEPT

7. DEVELOPING BASIC NURSING SKILLS

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PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

7.71 Care for resident/patient's personal belongings

COURSE

Nursing Assistant

7.71

PERFORMANCE OBJECTIVE

P7.71 Given clothing, unit, labels, and a marking pen, care for resident/patient's personal belongings. Closets and drawers should be labeled with patient's name and contents. Clothing and supplies should be easily identified by patient and personnel and placed in the proper location according to agency policy.

SELECTED ENABLING OBJECTIVES

E7.71.1 Relate admission of a patient to caring for a patient's personal belongings.

E7.71.2 Describe care of personal belongings as it applies to different types of health care facilities.

E7.71.3 Identify correct storage areas for various personal items, such as jewelry, shoes, and eyeglasses.

CRITERION-REFERENCED MEASURE

C7.71 Patient/resident's personal belongings labeled and stored properly and in accordance with agency policy.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Have students review admission procedures (E7.71.1).
2. Have students practice folding lingerie, marking clothing, and labeling supplies and equipment (E7.71.3).
3. Review local health agency policies in regard to storage areas for a patient's personal belongings (E7.71.2).

SELECTED TOOLS AND MATERIALS

Clothing
Personal supplies: toothbrush, toothpaste, brush, etc.
Bedside table/overbed table
Bed
Closet
Label/tape
Marking pen (optional)
Pitcher
Local health agency policy

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Being a Long-Term Care Nursing Assistant, p. 53. Will and Eighmy.
Being a Nursing Assistant, 4th ed., pp. 360-361. H.R.E.T.
Mosby's Textbook for Nursing Assistants, p. 357. Sorrentino.

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CONTENT/CONCEPT

7. DEVELOPING BASIC NURSING SKILLS

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

7.72 Demonstrate reality orientation techniques

COURSE

Nursing Assistant

7.72

PERFORMANCE OBJECTIVE

P7.72 Given information on the technique of reality orientation, demonstrate technique in a simulated situation. All steps must be rated acceptable on an instructor-prepared checklist.

SELECTED ENABLING OBJECTIVES

E7.72.1 List causes of confusion in the elderly.

E7.72.2 Define reality orientation.

E7.72.3 Outline procedure for a reality orientation program.

CRITERION-REFERENCED MEASURE

C7.72 Reality orientation techniques demonstrated; all items on instructor-prepared checklist rated acceptable.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss with the class the causes of confusion in the elderly (E7.72.1).
2. Discuss reality orientation (E7.72.2).
3. Have students role play the technique of conducting a reality orientation program (E7.72.3).

SELECTED TOOLS AND MATERIALS

Clock
Board
Handout: Instructor-prepared checklist

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Being a Long-Term Care Nursing Assistant, pp. 253-254. Will and Eighmy.
Mosby's Textbook for Nursing Assistants, pp. 445-446. Sorrentino.

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CONTENT/CONCEPT

7. DEVELOPING BASIC NURSING SKILLS

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

7.73 Identify ways to assist with care of a terminal patient/resident

COURSE

Nursing Assistant

7.73

PERFORMANCE OBJECTIVE

P7.73 Given case studies of patients with terminal illnesses, identify ways to assist with the care of the patient and the patient's family by completing instructor-prepared worksheet with 85% accuracy.

SELECTED ENABLING OBJECTIVES

E7.73.1 Define and describe the concept of hospice care.

E7.73.2 List ways to make the patient more comfortable.

E7.73.3 Identify possible emotional needs of the patient and the patient's family.

E7.73.4 Identify signs of approaching death.

E7.73.5 Recall procedure of administering post-mortem care.

CRITERION-REFERENCED MEASURE

C7.73 Ways to assist with the care of the terminal patient/resident identified o instructor's worksheet with 85% accuracy.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Have students research and report on the hospice concept. Then compile a list of hospices in the local area (E7.73.1).
2. Show filmstrip Death and Dying (E7.73.2).
3. Discuss with class the emotional needs of the patient and the patient's family (E7.73.3).
4. Have each student, working independently, compile a list of the signs of approaching death. After an appropriate time period, call on students to read their lists aloud (E7.73.4).
5. Review study of performing post-mortem care (E7.73.5).

SELECTED TOOLS AND MATERIALS

Handout: Instructor-prepared worksheet

SELECTED AUDIOVISUAL MATERIALS

Filmstrip: Death and Dying. Trainex.

16 mm film
or 3/4" videocassette: As Long as There is Life, 1985. The Connecticut Hospice Institute.

SELECTED REFERENCES

Being a Long-Term Care Nursing Assistant, pp. 68-72. Will and Eighmy.
Being a Nursing Assistant, 4th ed., pp. 434-443. H.R.E.T.
Mosby's Textbook for Nursing Assistants, pp. 480-488. Sorrentino.

CONTENT/CONCEPT

7. DEVELOPING BASIC NURSING SKILLS

TASK/COMPETENCY

7.74 Assist a patient with special needs in activities of daily living

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PROGRAM

NURSE'S ASSISTANT (17.0602)

COURSE

Nursing Assistant

7.74

PERFORMANCE OBJECTIVE

P7.74 Given a simulated situation and the necessary equipment and supplies, assist a patient with special needs in activities of daily living. Role play must be judged acceptable according to instructor-prepared checklist based on standard rehabilitation practices.

SELECTED ENABLING OBJECTIVES

E7.74.1 Identify examples of ways the nursing assistant can encourage a patient/resident to be more independent.

E7.74.2 List observations that reflect the philosophy of care provided in a facility.

E7.74.3 Describe ways to help the patient/resident meet the need for approval, acceptance, recognition, and respect.

E7.74.4 Identify ways the role changes experienced by the patient/resident can be minimized.

E7.74.5 List the skills needed by the patient/resident for activities of daily living.

CRITERION-REFERENCED MEASURE

C7.74 Patient with special needs assisted in activities of daily living; all items on an instructor's checklist rated acceptable.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Have class list ways to encourage the patient/resident to be more independent (E7.74.1).
2. Take a field trip to a nursing home. Have students observe rehabilitation practices (E7.74.2).
3. Discuss with class the need of the elderly for approval and acceptance, recognition and respect, and self-esteem (E7.74.3).
4. Have class list role changes and state methods for minimizing these changes (E7.74.4).
5. Demonstrate the skills needed for activities of daily living (E7.74.5).

SELECTED TOOLS AND MATERIALS

Handout: Instructor-prepared checklist

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Being a Long-Term Care Nursing Assistant, pp. 55-62. Will and Eighmy.
Mosby's Textbook for Nursing Assistants, pp. 434-435. Sorrentino.

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CONTENT/CONCEPT

7. DEVELOPING BASIC NURSING SKILLS

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

7.75 Assist with patient teaching, as prescribed

COURSE

Nursing Assistant

7.75

PERFORMANCE OBJECTIVE

P7.75 Given informational procedures for patient teaching, instruct the patient clearly and accurately in the prescribed content as given by appropriate licensed nurse.

SELECTED ENABLING OBJECTIVES

E7.75.1 Check with the licensed nurse before giving patient education/information.

E7.75.2 Review the educational materials selected by the licensed nurse.

E7.75.3 Assemble any equipment, supplies, audio-visuals, booklets, or other materials needed.

E7.75.4 Inform the patient/client clearly and in language he/she or the family can understand.

E7.75.5 Report back to the supervising licensed nurse.

E7.75.6 Document the patient education interaction in the appropriate written report.

CRITERION-REFERENCED MEASURE

C7.75 Patient instructed clearly and accurately in the prescribed content, according t[illegible] instructions given by appropriate licensed nurse.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Have the students select a topic of choice and provide the patient education to a classmate. Have the students critique each other. Videotaping the interaction may be useful so that students may critique themselves as well (E7.75.1-E7.75.5).

2. Have the students visit a patient education center in a local hospital or nursing home (E7.75.2, E7.75.3).

3. Invite a patient educator into the classroom to discuss the role of patient education in assisting patient/client to recover from sickness and maintain wellness (E7.75.1-E7.75.6).

SELECTED TOOLS AND MATERIALS

None identified

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Being a Nursing Assistant, 4th ed., p. 380. H.R.E.T.

CONTENT/CONCEPT AREA

8. UNDERSTANDING COMMUNITY HEALTH AND FIRST AID

TASKS/COMPETENCIES

8.1 Give artificial ventilation to an unconscious adult

8.2 Give artificial ventilation to an unconscious infant

8.3 Give cardio-pulmonary resuscitation, one- or two-person rescue

8.4 Give first aid for external and internal bleeding

8.5 Give first aid for choking, including Heimlich Maneuver, to a conscious/unconscious adult, infant, child, or mannequin

8.6 Apply circular, spiral, figure eight, triangle, and cravat bandages

8.7 Apply splints

8.8 Identify appropriate recreation for residents in a nursing home

8.9 Apply sling

CONTENT/CONCEPT

8. UNDERSTANDING COMMUNITY HEALTH AND FIRST AID

TASK/COMPETENCY

8.1 Give artificial ventilation to an unconscious adult

----------------Application--------------

PROGRAM

NURSE'S ASSISTANT (17.0602)

COURSE

Nursing Assistant

8.1

PERFORMANCE OBJECTIVE

P8.1 Given a simulated situation, Resusci Annie, and alcohol and gauze squares, give artificial ventilation to an unconscious adult. All items on an instructor-prepared checklist must be rated acceptable.

SELECTED ENABLING OBJECTIVES

E8.1.1 Identify structures and functions of the respiratory system.

E8.1.2 List four causes of respiratory failure.

E8.1.3 Describe methods of artificial respiration.

E8.1.4 Identify terminology related to respiratory distress and normal respiration.

CRITERION-REFERENCED MEASURE

C8.1 Demonstration of giving artificial ventilation to an unconscious adult achieve with all items on an instructor-prepared checklist rated acceptable.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Review handouts and study of structures and functions of the respiratory system (E8.1.1).
2. Develop a list of terminology and definitions related to respiratory distress and normal respiration (E8.1.4).
3. Show filmstrip Methods of Artificial Respiration and discuss (E8.1.2, E8.1.3).
4. Have students practice and demonstrate the task (E8.1.1-E8.1.4).

SELECTED TOOLS AND MATERIALS

Resusci Annie
Alcohol
Gauze squares
Stop watch/watch with second hand
Handouts: Instructor-prepared checklist
Listing of terminology

SELECTED AUDIOVISUAL MATERIALS

Filmstrips/Cassettes: Methods of Artificial Respiration. Trainex.
Physiology of Respiration. Trainex.

SELECTED REFERENCES

Advanced First Aid and Emergency Care, 2nd ed. The American National Red Cross.
CBE Curriculum for Nursing Assistant, 3rd ed. West Virginia Department of Education.

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CONTENT/CONCEPT

8. UNDERSTANDING COMMUNITY HEALTH AND FIRST AID

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

8.2 Give artificial ventilation to an unconscious infant

COURSE

Nursing Assistant

8.2

PERFORMANCE OBJECTIVE

P8.2 Given a simulated situation, infant mannequin, and alcohol and gauze squares, give artificial ventilation to an unconscious infant. All items on an instructor-prepared checklist must be rated acceptable.

SELECTED ENABLING OBJECTIVES

E8.2.1 Relate administering artificial ventilation to an unconscious adult to administering artificial ventilation to an unconscious infant.

E8.2.2 Explain the differences in the respiratory systems of adults and infants.

E8.2.3 Outline procedures to follow in giving artificial ventilation to an unconscious infant.

CRITERION-REFERENCED MEASURE

C8.2 Demonstration of giving artificial ventilation to an unconscious infant achieved with all items on an instructor-prepared checklist rated acceptable.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Invite a certified Red Cross instructor to demonstrate task (E8.2.2, E8.2.3).
2. Review procedures for adult ventilation, and discuss areas of differences when dealing with infants (E8.2.1).
3. Have students practice this task. Have a partner call the steps and time the procedure (E8.2.3).

SELECTED TOOLS AND MATERIALS

Infant mannequin
Alcohol
Gauze squares
Watch with second hand
Handout: Instructor-prepared checklist

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Advanced First Aid and Emergency Care, 2nd ed. The American National Red Cross.
CBE Curriculum for Nursing Assistant, 3rd ed. West Virginia Department of Education.

CONTENT/CONCEPT

8. UNDERSTANDING COMMUNITY HEALTH AND FIRST AID

TASK/COMPETENCY

8.3 Give cardiopulmonary resuscitation, one- or two-person rescue

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PROGRAM

NURSE'S ASSISTANT (17.0602)

COURSE

Nursing Assistant

8.3

PERFORMANCE OBJECTIVE

P8.3 Given a simulated situation, adult mannequin, and alcohol and gauze squares, give CPR, one- or two-person rescue. All items on an instructor-prepared checklist must be rated acceptable.

SELECTED ENABLING OBJECTIVES

E8.3.1 Identify and explain the functions of the circulatory system.

E8.3.2 Define CPR, identify the purpose, and explain the reasons for immediate action.

E8.3.3 State the leading causes of death of people of various ages in the United States.

E8.3.4 Describe the symptoms, probable causes, and treatment of heart attacks.

E8.3.5 Outline procedures to follow in adminstering CPR.

CRITERION-REFERENCED MEASURE

C8.3 CPR given with all items on instructor-prepared checklist rated acceptable.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Assign students written reports on various aspects of heart attack. Each student should research one particular topic. Have students present oral reports on their findings (E8.3.3, E8.3.4).
2. Develop case studies that include situations which might lead to heart attack. Have students identify the problems and suggest possible solutions (E8.3.3, E8.3.4).
3. Give a pop quiz on structures and functions of the circulatory system (E8.3.1).
4. Show filmstrip Methods of Cardiopulmonary Resuscitation and discuss (E8.3.2, E8.3.5).
5. Invite an emergency medical technician or rescue squad member to demonstrate giving CPR (E8.3.5).

SELECTED TOOLS AND MATERIALS

Adult mannequin
Alcohol
Gauze squares
Stop watch
Handout: Instructor-prepared checklist

SELECTED AUDIOVISUAL MATERIALS

Filmstrips/Cassettes:	Methods of Cardiopulmonary Resuscitation. Trainex. CPR--Initial Phase. Trainex.

SELECTED REFERENCES

Advanced First Aid and Emergency Care, 2nd ed. The American National Red Cross.

CONTENT/CONCEPT

8. UNDERSTANDING COMMUNITY HEALTH AND FIRST AID

TASK/COMPETENCY

8.4 Give first aid for external and internal bleeding

-----------------Application---------------

PROGRAM

NURSE'S ASSISTANT (17.0602)

COURSE

Nursing Assistant

8.4

PERFORMANCE OBJECTIVE

P8.4 Given a patient with simulated bleeding, dressing, tourniquet, blankets, pillows, and equipment to monitor vital signs, give first aid for external and internal bleeding. All items on an instructor-prepared checklist must be rated acceptable.

SELECTED ENABLING OBJECTIVES

E8.4.1 Draw a diagram of the human body and locate the main pressure points used in initial control of hemorrhage.

E8.4.2 Outline the steps and corresponding precautions in the use of a tourniquet to control bleeding of an extremity.

E8.4.3 Describe symptoms, causes, and treatment of shock.

E8.4.4 Explain legal responsibilities and the Good Samaritan Act.

CRITERION-REFERENCED MEASURE

C8.4 First aid provided for external and internal bleeding; all items on an instructor-prepared checklist rated acceptable.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Show and discuss filmstrip Shock and Hemorrhage (E8.4.1-E8.4.3).
2. Demonstrate how to apply a tourniquet (E8.4.2).
3. Have students research the symptoms, causes, and treatment of shock and discuss (E8.4.3).
4. Invite an attorney to explain to class the Good Samaritan Act (E8.4.4).

SELECTED TOOLS AND MATERIALS

Dressing
Tourniquet
Blankets
Pillows
Thermometer
Blood pressure apparatus
Stethoscope
Handout: Instructor-prepared checklist

SELECTED AUDIOVISUAL MATERIALS

Filmstrip/Cassette: Shock and Hemorrhage. Trainex.

SELECTED REFERENCES

CBE Curriculum for Nursing Assistant, 3rd ed. West Virginia Department of Education.
Mosby's Textbook for Nursing Assistants, pp. 473-475. Sorrentino.
Nursing Skills for Allied Health, Vol. I, 3rd ed. Rambo and Wood.

----------------Application--------------

CONTENT/CONCEPT

8. UNDERSTANDING COMMUNITY HEALTH AND FIRST AID

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

8.5 Give first aid for choking, including Heimlich Maneuver, to a conscious/unconscious adult, infant, child, or mannequin

COURSE

Nursing Assistant

8.5

PERFORMANCE OBJECTIVE

P8.5 Given a simulated situation in which a person is choking, give first aid, including Heimlich Maneuver, for the conscious and unconscious adult, infant, child, or mannequin. All items on an instructor-prepared checklist must be rated acceptable.

SELECTED ENABLING OBJECTIVES

E8.5.1 List four common causes of choking and describe each.

E8.5.2 Demonstrate the Heimlich Maneuver.

E8.5.3 Outline steps to follow when administering first aid for choking conscious/unconscious adult.

E8.5.4 Demonstrate other abdominal thrust maneuvers.

CRITERION-REFERENCED MEASURE

C8.5 First aid for choking, including Heimlich Maneuver, given with all items on an instructor-prepared checklist rated acceptable.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Invite a rescue squad member or emergency medical technician to demonstrate task for class (E8.5.3).
2. Have students write to the American Red Cross for information on choking (E8.5.1).
3. Have students practice the Heimlich Maneuver (E8.5.2, E8.5.3).

SELECTED TOOLS AND MATERIALS

Mannequin
Alcohol sponges
Handout: Instructor-prepared checklist

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Advanced First Aid and Emergency Care, 2nd ed. The American National Red Cross.
Mosby's Textbook for Nursing Assistants, pp. 469-473. Sorrentino.

-----------------Application--------------

CONTENT/CONCEPT

8. UNDERSTANDING COMMUNITY HEALTH AND FIRST AID

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

8.6 Apply circular, spiral, figure eight, and cravat bandages

COURSE

Nursing Assistant

8.6

PERFORMANCE OBJECTIVE

P8.6 Given a demonstration and a simulated situation in which a patient requires a bandage, apply circular, spiral, figure eight, and cravat bandages. These bandages must be applied neatly, snugly, and correctly to the appropriate area of the body. Circulation must not be restricted, and bandages must be applied in accordance with instructor demonstration.

SELECTED ENABLING OBJECTIVES

E8.6.1 Identify terms related to dressings and bandages.

E8.6.2 List materials that could be used as bandages.

E8.6.3 Identify signs of poor circulation.

E8.6.4 Identify reasons for use of a sling.

CRITERION-REFERENCED MEASURE

C8.6 Bandages applied neatly, snugly, and to the correct area of the body without impairing circulation and in accordance with instructor demonstration.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss with students terms and definitions related to task (E8.6.1).
2. Invite an emergency medical technician to demonstrate applying bandages (E8.6.1-E8.6.4).
3. Have students practice applying various bandages (E8.6.1-E8.6.4).

SELECTED TOOLS AND MATERIALS

Bandages
Slings
Safety pins
Tape

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Advanced First Aid and Emergency Care, 2nd ed. The American National Red Cross.
Being a Nursing Assistant, 4th ed., pp. 401-409. H.R.E.T.
Mosby's Textbook for Nursing Assistants, pp. 420-423. Sorrentino.

----------------Application--------------

CONTENT/CONCEPT

8. UNDERSTANDING COMMUNITY HEALTH AND FIRST AID

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

8.7 Apply splints

COURSE

Nursing Assistant

8.7

PERFORMANCE OBJECTIVE

P8.7 Given a simulated victim and the necessary equipment and supplies, apply a splint. The splint should support the injury, provide comfort, and be neatly applied. The splint should restrict movement but not circulation.

SELECTED ENABLING OBJECTIVES

E8.7.1 Describe various materials which can be used for splints.

E8.7.2 Explain reasons for splint application.

E8.7.3 List safety precautions associated with applying a splint.

CRITERION-REFERENCED MEASURE

C8.7 Splint supports injury, provides comfort, and is neatly applied; splint restricts movement of affected area but not circulation.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Provide class with written sketches of emergency situations involving fractures. Have students work in groups to decide how to best treat the injury and material available to use for making splints (E8.7.1, E8.7.2).
2. Invite a rescue squad member to demonstrate applying splints (E8.7.3).
3. Have students practice applying splints (E8.7.3).

SELECTED TOOLS AND MATERIALS

Magazines
Pillows
Boards
Newspapers
Ties

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Advanced First Aid and Emergency Care, 2nd ed. The American National Red Cross.

CONTENT/CONCEPT

8. UNDERSTANDING COMMUNITY HEALTH AND FIRST AID

TASK/COMPETENCY

8.8 Identify appropriate recreation for residents of a nursing home

----------------Application--------------

PROGRAM

NURSE'S ASSISTANT (17.0602)

COURSE

Nursing Assistant

8.8

PERFORMANCE OBJECTIVE

P8.8 Given a worksheet containing a series of case studies of residents in a nursing home and the recreational facilities available, identify appropriate recreation for each resident with 85% accuracy.

SELECTED ENABLING OBJECTIVES

E8.8.1 Recall reality orientation.

E8.8.2 Identify various recreational programs for the elderly available in the community.

E8.8.3 Describe a typical planned recreational program for residents in a nursing home.

CRITERION-REFERENCED MEASURE

C8.8 Appropriate recreational activities identified on worksheet with 85% accuracy.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Review study of reality orientation techniques (E8.8.1).
2. Review study of the effects of aging on the various systems of the body (E8.8.1).
3. Invite a recreational therapist from a nursing home to discuss recreational programs (E8.8.2, E8.8.3).
4. Have students research recreational programs available in the local community (E8.8.2).

SELECTED TOOLS AND MATERIALS

Handout: Worksheet

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Geriatrics: A Study of Maturity, 4th ed. Caldwell and Hegner.

CONTENT/CONCEPT

8. UNDERSTANDING COMMUNITY HEALTH AND FIRST AID

TASK/COMPETENCY

8.9 Apply sling

----------------Application--------------

PROGRAM

NURSE'S ASSISTANT (17.0602)

COURSE

Nursing Assistant

8.9

PERFORMANCE OBJECTIVE

P8.9 Given soft pad, pins, triangular bandages, and a simulated patient with an injured clavicle or shoulder dislocation, apply a sling to patient. Bandage must be tight enough to restrict movement. All knots must be square.

SELECTED ENABLING OBJECTIVES

E8.9.1 Position patient correctly for application of sling.

E8.9.2 Tie a square knot.

E8.9.3 Identify injuries requiring slings.

E8.9.4 Apply soft, absorbent material to whatever areas of skin touch each other.

CRITERION-REFERENCED MEASURE

C8.9 Sling applied to simulated patient, bandage tight enough to restrict movement, all knots square.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Demonstrate for the class the correct procedures for applying a sling (E8.9.1, E8.9.4).
2. Have students practice tying square knots (E8.9.2).
3. Study a chart of the musculo-skeletal system to identify areas that, when injured, might require application of a sling (E8.9.3).

SELECTED TOOLS AND MATERIALS

Triangle of material or a square of cloth folded into a triangle
Pins
Small pieces of soft, absorbent material

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Being a Nursing Assistant, 4th ed., pp. 407-408. H.R.E.T.

CONTENT/CONCEPT AREA

9. ASSISTING WITH NUTRITION AND ELIMINATION

TASKS/COMPETENCIES

9.1 Observe, measure, and record fluid intake/output

9.2. Identify general and special diets

9.3 Serve and collect diet trays

9.4 Distribute nourishments

9.5 Distribute drinking water

9.6 Assist patient with eating

9.7 Feed a patient/resident (all ages)

9.8 Observe a patient receiving intravenous (I.V.) fluids

9.9 Assist a patient with using a bedpan

9.10 Assist a patient with using a urinal

9.11 Empty closed urine drainage bag

9.12 Clean stoma and change a colostomy bag

9.13 Describe methods of assisting a patient with bladder and bowel training

9.14 Assist the incontinent patient, including diaper application

9.15 Assist patient to bathroom

9.16 Assist with removing fecal impaction

9.17 Assist patient in menu selection

CONTENT/CONCEPT

9. ASSISTING WITH NUTRITION AND ELIMINATION

TASK/COMPETENCY

9.1 Observe, measure, and record fluid intake/output

----------------Application--------------

PROGRAM

NURSE'S ASSISTANT (17.0602)

COURSE

Nursing Assistant

9.1

PERFORMANCE OBJECTIVE

9.1 Given fluids, food, and the necessary equipment and supplies, observe, measure, and record the amount of intake/output of a patient. All items on the instructor's checklist must be rated acceptable.

SELECTED ENABLING OBJECTIVES

E9.1.1 Explain fluid balance and imbalance.

E9.1.2 List reasons for recording intake and output.

E9.1.3 Identify foods considered liquids.

E9.1.4 Identify necessary containers for measuring intake.

E9.1.5 Use metric system to measure fluids.

E9.1.6 Identify different methods of forcing and restricting fluids.

E9.1.7 Explain fluid output.

E9.1.8 List ways in which the body loses fluid.

E9.1.9 Identify recording systems.

CRITERION-REFERENCED MEASURE

C9.1 Fluid intake/output observed, measured, and recorded accurately with all items on the instructor's checklist rated acceptable.

INSTRUCTOR'S CHECKLIST 9.1

DUTY: ASSISTING WITH NUTRITION AND ELIMINATION

TASK: Observe, Measure, and Record Fluid Intake/Output

ACTIVITY: Observe, measure, and record a patient's fluid intake and output

ITEM	RATING*	
	Acceptable	Unacceptable
1. Washed hands.		
2. Explained importance of measuring intake and output to the patient.		
3. Obtained the following items: a. intake and output record b. intake and output signs c. graduate d. pen.		
4. Placed the intake and output record at the bedside.		
5. Placed intake and output label over bed and in bathroom.		
6. Measured intake by: a. pouring the liquid into the graduate and reading amount at eye level b. checking the amount of the serving on the equivalent list and subtracting the remaining amount from the full serving amount c. repeating for all liquids, totaling, and recording amount and time on the intake and output record.		
7. Measured output by: a. pouring liquid into graduate b. measuring the amount in the graduate at eye level c. recording amount, color, and time on the intake and output record d. rinsing the graduate and returning it to its proper place e. cleaning and rinsing bedpan, urinal, or other drainage container and returning to its proper place.		

*All items must receive acceptable rating.

INSTRUCTOR'S CHECKLIST 9.1 (Continued)

DUTY: ASSISTING WITH NUTRITION AND ELIMINATION

TASK: Observe, Measure, and Record Fluid Intake/Output

ACTIVITY: Observe, measure, and record a patient's fluid intake and output

ITEM	RATING*	
	Acceptable	Unacceptable
8. Washed hands.		
9. Reported recording to charge nurse at end of shift.		
10. Recorded on patient's chart.		

*All items must receive acceptable rating.

Source: Nursing Assistance Occupations. V-TECS.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Show and discuss filmstrip Intake and Output (E9.1.1-E9.1.9).
2. Have students practice pouring fluids and reading measurements (E9.1.4, E9.1.5, E9.1.7).
3. Provide students with sample metric problems (E9.1.5).
4. Discuss why some foods are considered liquids (E9.1.3).
5. Review and discuss causes of dehydration (E9.1.1, E9.1.2).
6. Have students practice recording measurements on intake and output sheets (E9.1.9).

SELECTED TOOLS AND MATERIALS

In chart
Intake and output sheets
Containers
Intake/output record sheets
Pen and paper
Graduate (measuring cup)
Pitcher
Bedpan
Urinal
Handouts: Instructor's checklist

SELECTED AUDIOVISUAL MATERIALS

Filmstrip: Intake and Output. Trainex.

SELECTED REFERENCES

Being a Long-Term Care Nursing Assistant, pp. 224-230. Will and Eighmy.
Being a Nursing Assistant, 4th ed., pp. 274-286. H.R.E.T.
Mosby's Textbook for Nursing Assistants, pp. 302-304. Sorrentino.
Nursing Assistance Occupations, pp. 58-59. V-TECS.

----------------Application--------------

CONTENT/CONCEPT

9. ASSISTING WITH NUTRITION AND ELIMINATION

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

9.2 Identify general and special diets

COURSE

Nursing Assistant

9.2

PERFORMANCE OBJECTIVE

P9.2 Given a written list of menus, identify the type of diet associated with each with 90% accuracy.

SELECTED ENABLING OBJECTIVES

E9.2.1 Name the four basic food groups.

E9.2.2 Describe a well-balanced diet.

E9.2.3 Explain the various reasons to modify a diet.

E9.2.4 Describe and list the special diets.

E9.2.5 Explain the purpose of each special diet.

CRITERION-REFERENCED MEASURE

C9.2 General and special diets identified with 90% accuracy.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss specific diseases that require special diets (E9.2.3, E9.2.5).
2. Describe social/emotional factors that would contribute to the difficulty in planning special diets (E9.2.1-E9.2.3).
3. Invite a dietician to speak to class about special diets (E9.2.4, E9.2.5).
4. Discuss nutrients and their functions (E9.2.1, E9.2.2).

SELECTED TOOLS AND MATERIALS

Sample menus

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Being a Long-Term Care Nursing Assistant, pp. 191-206. Will and Eighmy.
Being a Nursing Assistant, 4th ed., pp. 243-251. H.R.E.T.
Mosby's Textbook for Nursing Assistants, pp. 294-301. Sorrentino.

CONTENT/CONCEPT

9. ASSISTING WITH NUTRITION AND ELIMINATION

TASK/COMPETENCY

9.3 Serve and collect diet trays

----------------Application--------------

PROGRAM

NURSE'S ASSISTANT (17.0602)

COURSE

Nursing Assistant

9.3

PERFORMANCE OBJECTIVE

P9.3 Given the necessary supplies, serve and collect diet trays. Patient must be identified and any special requirements correctly observed, intake-output procedures must be followed, and all standard nursing procedures must be observed.

SELECTED ENABLING OBJECTIVES

E9.3.1 Explain the importance of proper patient identification.

E9.3.2 Relate importance of medical asepsis.

E9.3.3 Identify proper patient positioning.

E9.3.4 State intake/output procedures to follow when serving and collecting trays.

CRITERION-REFERENCED MEASURE

C9.3 Trays served and collected properly by correctly identifying patient and any special restrictions, intake-output procedures followed correctly, and all standard nursing procedures observed.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Review and discuss general and special diets (E9.3.1, E9.3.4).
2. Review reasons for handwashing (E9.3.2).
3. Emphasize importance of proper patient identification (E9.3.1).
4. Have students discuss patient positioning and relate to task (E9.3.3).
5. Have students practice serving and collecting trays (E9.3.5).

SELECTED TOOLS AND MATERIALS

Tray with dishes, utensils, and
menu cards
Overbed table

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Being a Long-Term Nursing Assistant, pp. 206-209. Will and Eighmy.
Being a Nursing Assistant, 4th ed., pp. 251-254. H.R.E.T.
Mosby's Textbook for Nursing Assistants, p. 304. Sorrentino.

----------------Application--------------

CONTENT/CONCEPT

9. ASSISTING WITH NUTRITION AND ELIMINATION

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

9.4 Distribute nourishments

COURSE

Nursing Assistant

9.4

PERFORMANCE OBJECTIVE

P9.4 Given a list of patients and the necessary equipment and supplies, distribute nourishments. Nourishments must be distributed with courtesy and efficiency to the correct patients at the proper time. All standard nursing care procedures must be observed.

SELECTED ENABLING OBJECTIVES

E9.4.1 Identify causes and effects of dehydration.

E9.4.2 List reasons for correct patient identification.

E9.4.3 Relate study of special diets to serving nourishments.

CRITERION-REFERENCED MEASURE

C9.4 Nourishments distributed to correct patients at the proper time with courtesy and efficiency; all standard nursing care procedures observed.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss the importance of the time schedule associated with some special diets (E9.4.2).
2. Review special diets (E9.4.3).
3. Review reasons for forcing fluids (E9.4.1).

SELECTED TOOLS AND MATERIALS

Trays
Cart
Nourishments
Straws
Utensils
List of patients
Pencil or pen

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Being a Long-Term Nursing Assistant, pp. 200-203. Will and Eighmy.
Being a Nursing Assistant, 4th ed., p. 256. H.R.E.T.
Mosby's Textbook for Nursing Assistants, p. 306. Sorrentino.

CONTENT/CONCEPT

9. ASSISTING WITH NUTRITION AND ELIMINATION

TASK/COMPETENCY

9.5 Distribute drinking water

----------------Application--------------

PROGRAM

NURSE'S ASSISTANT (17.0602)

COURSE

Nursing Assistant

9.5

PERFORMANCE OBJECTIVE

P9.5 Given equipment and a list of patients, distribute drinking water to appropriate patient in accordance with institution policy.

SELECTED ENABLING OBJECTIVES

E9.5.1 Explain NPO.

E9.5.2 Identify correct equipment and supplies.

E9.5.3 Explain purposes of distributing drinking water.

CRITERION-REFERENCED MEASURE

C9.5 Water provided correctly to appropriate patient in accordance with institution policy.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Review reasons for restricting fluids and ice (E9.5.1).
2. Review the importance of water to the body and its functions (E9.5.3).
3. Provide students with a sample list of patients and their dietic restrictions. Have students identify the appropriate action to take for each patient (E9.5.1-E9.5.3).
4. Review and discuss filling water pitchers.

SELECTED TOOLS AND MATERIALS

Equipment (according to institutional policy)
Water
Lists of patients

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Being a Nursing Assistant, 4th ed., p. 257. H.R.E.T.
Mosby's Textbook for Nursing Assistants, pp. 306-308. Sorrentino.

CONTENT/CONCEPT

9. ASSISTING WITH NUTRITION AND ELIMINATION

TASK/COMPETENCY

9.6 Assist patient with eating

-----------------Application---------------

PROGRAM

NURSE'S ASSISTANT (17.0602)

COURSE

Nursing Assistant

9.6

PERFORMANCE OBJECTIVE

P9.6 Given an identified food tray, supplies, wash basin, and a diet slip, assist patient with eating. All items on the instructor's checklist must be rated acceptable.

SELECTED ENABLING OBJECTIVES

E9.6.1 Describe physical conditions that would warrant assisting a patient.

E9.6.2 Explain importance of encouraging independence.

E9.6.3 Relate the importance of good hygiene to assisting patient with eating.

E9.6.4 Identify intake and output procedures.

CRITERION-REFERENCED MEASURE

C9.6 Patient assisted in eating with all items on an instructor's checklist rated acceptable.

INSTRUCTOR'S CHECKLIST 9.6

DUTY: ASSISTING WITH NUTRITION AND ELIMINATION

TASK: Assist Patient with Eating

ACTIVITY: Assist patient with eating

ITEM	RATING*	
	Acceptable	Unacceptable
1. Identified patient.		
2. Washed hands.		
3. Provided for patient to wash face and hands.		
4. Allowed patient to brush teeth.		
5. Positioned patient.		
6. Provided an attractive environment.		
7. Saw that proper tray was served to patient.		
8. Assisted with cutting items, buttering bread, opening packets, and pouring beverages.		
9. Removed items when patient had completed meal.		
10. Provided for patient elimination, and allowed patient to wash hands.		
11. Washed hands.		
12. Provided for patient to wash and brush teeth.		
13. Adjusted bed.		
14. Recorded observations.		

*All items must receive acceptable rating.

Source: Nursing Assistance Occupations. V-TECS.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Provide an instructor demonstration of assisting patient in eating (E9.6.1-E9.6.4).
2. Define independence and have students relate to task (E9.6.2).
3. Have students devise a list of types of physical conditions that would warrant assisting patient (E9.6.1).
4. Review intake and output procedures (E9.6.4).

SELECTED TOOLS AND MATERIALS

Bed pan
Urinal
Basin of warm water at 115 F
Washcloth
Towel
Food tray
Intake and output sheet, if appropriate
Handout: Instructor's checklist

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Being a Long-Term Care Nursing Assistant, pp. 206-208. Will and Eighmy.
Being a Nursing Assistant, 4th ed., pp. 254-256. H.R.E.T.
Mosby's Textbook for Nursing Assistants, p. 307. Sorrentino.
Nursing Assistance Occupations, p. 50. V-TECS.

CONTENT/CONCEPT

9. ASSISTING WITH NUTRITION AND ELIMINATION

TASK/COMPETENCY

9.7 Feed a patient/resident (all ages)

----------------Application--------------

PROGRAM

NURSE'S ASSISTANT (17.0602)

COURSE

Nursing Assistant

9.7

PERFORMANCE OBJECTIVE

P9.7 Given a diet list and food tray which is clearly marked with patient's name and room number, feed a patient without soiling bed linens or patient. All items must be rated acceptable on an instructor-prepared checklist.

SELECTED ENABLING OBJECTIVES

E9.7.1 Describe importance of proper identification of patient and diet.

E9.7.2 Identify special feeding devices.

E9.7.3 List types of patients who should have food identified.

E9.7.4 Explain procedure differences depending upon patient's age.

CRITERION-REFERENCED MEASURE

C9.7 Patient/resident fed with all items on instructor-prepared checklist rated acceptable.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss possible psychological implications of patient's loss of ability to feed self (E9.7.3).
2. Show filmstrip and discuss with students (E9.7.1, E9.7.4).
3. Review Heimlich Maneuver (E9.7.1-E9.7.4).
4. Describe feeding devices (E9.7.2).

SELECTED TOOLS AND MATERIALS

Tray of food
List of patients
Handout: Instructor-prepared checklist

SELECTED AUDIOVISUAL MATERIALS

Filmstrip: Feeding the Patient. Trainex.

SELECTED REFERENCES

Being a Long-Term Care Nursing Assistant, p. 207. Will and Eighmy.
Being a Nursing Assistant, 4th ed., pp. 254-256. H.R.E.T.
Mosby's Textbook for Nursing Assistants, p. 307. Sorrentino.
Nursing Assistance Occupations, pp. 56-57. V-TECS.
Nursing Skills for Allied Health, Vol. I, 3rd ed. Rambo and Wood.

CONTENT/CONCEPT

9. ASSISTING WITH NUTRITION AND ELIMINATION

TASK/COMPETENCY

9.8 Observe a patient receiving intravenous (I.V.) fluids

----------------Application--------------

PROGRAM

NURSE'S ASSISTANT (17.0602)

COURSE

Nursing Assistant

9.8

PERFORMANCE OBJECTIVE

P9.8 Given a simulated situation, observe a patient receiving intravenous (I.V.) fluids. All items on an instructor-prepared checklist must be rated acceptable.

SELECTED ENABLING OBJECTIVES

E9.8.1 Define intravenous fluid and explain.

E9.8.2 Describe conditions that would necessitate the use of an I.V.

E9.8.3 Identify functions and structures of the circulatory system and relate to use of I.V.

E9.8.4 Describe proper flow of fluids.

CRITERION-REFERENCED MEASURE

C9.8 Patient observed receiving I.V. fluids; all items on instructor-prepared checklist rated acceptable.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss dangers of infiltration (E9.8.3, E9.8.4).
2. Show filmstrip Care of Your Patient Receiving Intravenous Therapy (E9.8.1, E9.8.2).
3. Review checklist and emphasize important areas of concern (E9.8.4).

SELECTED TOOLS AND MATERIALS

Patient receiving I.V. fluids
Handout: Instructor-prepared checklist

SELECTED AUDIOVISUAL MATERIALS

Filmstrip: Care of Your Patient Receiving Intravenous Therapy. Trainex.

SELECTED REFERENCES

Being a Nursing Assistant, 4th ed., pp. 395-397. H.R.E.T.
Mosby's Textbook for Nursing Assistants, p. 309. Sorrentino.
Nursing Skills for Allied Health, Vol. I, 3rd ed. Rambo and Wood.

CONTENT/CONCEPT

9. ASSISTING WITH NUTRITION AND ELIMINATION

TASK/COMPETENCY

9.9 Assist a patient with using a bedpan

----------------Application--------------

PROGRAM

NURSE'S ASSISTANT (17.0602)

COURSE

Nursing Assistant

9.9

PERFORMANCE OBJECTIVE

P9.9 Given equipment, assist a patient in using a bedpan. All items on an instructor-prepared checklist must be rated acceptable.

SELECTED ENABLING OBJECTIVES

E9.9.1 Describe body alignment and support.

E9.9.2 Describe normal and abnormal appearance of feces and urine.

E9.9.3 List reasons that patient may not be able to use the bathroom.

E9.9.4 Identify safety concerns.

CRITERION-REFERENCED MEASURE

C9.9 Patient assisted in using a bedpan with all items on instructor-prepared checkli rated acceptable.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss reasons why patient may have difficulty using bedpans (E9.9.3).

2. Review study of the urinary system (E9.9.2).

3. Demonstrate the use of a fracture pan (E9.9.3).

4. Discuss comfort and safety measures (E9.9.1, E9.9.4). Include:
   a. padding bedpan if patient is thin
   b. making sure bedpan is not cold
   c. lightly powdering surface of bedpan (do not get talc inside bedpan)
   d. providing bedpan promptly.

5. Discuss the importance of providing privacy for the patient. Include ways to afford privacy (E9.9.4).

SELECTED TOOLS AND MATERIALS

Bedpan
Talc
Tissues
Wash basin and warm water
Soap
Towel
Washcloth
Handout: Instructor-prepared checklist

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Being a Long-Term Care Nursing Assistant, pp. 231-233. Will and Eighmy.
Being a Nursing Assistant, 4th ed., pp. 153-155. H.R.E.T.
Mosby's Textbook for Nursing Assistants, pp. 250-253. Sorrentino.
Nursing Skills for Allied Health, Vol. I, 3rd ed. Rambo and Wood.

----------------Application--------------

CONTENT/CONCEPT

9. ASSISTING WITH NUTRITION AND ELIMINATION

TASK/COMPETENCY

9.10 Assist a patient with using a urinal

PROGRAM

NURSE'S ASSISTANT (17.0602)

COURSE

Nursing Assistant

9.10

PERFORMANCE OBJECTIVE

P9.10 Given equipment, assist a male patient with using a urinal in accordance with checklist prepared by the instructor; all items must be rated acceptable.

SELECTED ENABLING OBJECTIVES

E9.10.1 Explain positioning when using urinal.

E9.10.2 Identify characteristics of normal and abnormal urine.

CRITERION-REFERENCED MEASURE

C9.10 Patient assisted with using a urinal with all items on instructor-prepared checklist rated acceptable.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss psychological and anatomical reasons that a male might have difficulty using a urinal (E9.10.1).
2. Have students list and discuss characteristics of normal and abnormal urine (E9.10.2).
3. Discuss importance of providing privacy (E9.10.1).

SELECTED TOOLS AND MATERIALS

Urinal
Basin of warm water
Wash cloth
Soap
Towel
Handout: Instructor-prepared checklist

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Being a Nursing Assistant, 4th ed., p. 156. H.R.E.T.
Basic Nursing Procedures. Hornemann.
Mosby's Textbook for Nursing Assistants, pp. 254-255. Sorrentino.
Nursing Assistance Occupations, p. 53. V-TECS.
Nursing Skills for Allied Health, Vol. I, 3rd ed. Rambo and Wood.

----------------Application--------------

CONTENT/CONCEPT

9. ASSISTING WITH NUTRITION AND ELIMINATION

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

9.11 Empty closed urine drainage bag

COURSE

Nursing Assistant

9.11

PERFORMANCE OBJECTIVE

P9.11 Given a patient and the necessary equipment, empty a closed urine drainage bag. All items on an instructor-provided checklist must be rated acceptable.

SELECTED ENABLING OBJECTIVES

E9.11.1 Identify urinary system.

E9.11.2 Relate characteristics of normal and abnormal urine.

E9.11.3 Describe symptoms of bladder infection.

E9.11.4 Describe proper position for drainage bag for bed and ambulatory patients.

CRITERION-REFERENCED MEASURE

C9.11 Closed urine drainage bag emptied; all items on instructor-provided checklist rated acceptable.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss appropriate time to empty bag (E9.11.1):
   a. just before end of shift
   b. if bag becomes full.

2. Describe reasons to report condition of drainage immediately to head nurse or team leader (E9.11.2, E9.11.3):
   a. rapid increase of output
   b. little or no drainage
   c. change in color.

3. Discuss reasons for bag to remain lower than bladder (E9.11.4).

4. Show filmstrip Closed Urinary Drainage System (E9.11.1, E9.11.4).

SELECTED TOOLS AND MATERIALS

Drainage bag
Graduate
Intake/output sheet
Handout: Instructor-prepared checklist

SELECTED AUDIOVISUAL MATERIALS

Filmstrip: Closed Urinary Drainage System. Trainex.

SELECTED REFERENCES

Basic Nursing Procedures. Hornemann.
Being a Long-Term Care Nursing Assistant, pp. 233-237. Will and Eighmy.
Mosby's Textbook for Nursing Assistants, pp. 256-259. Sorrentino.
Nursing Skills for Allied Health, Vol. I, 3rd ed. Rambo and Wood.

CONTENT/CONCEPT

9. ASSISTING WITH NUTRITION AND ELIMINATION

TASK/COMPETENCY

9.12 Clean stoma and change a colostomy bag

-----------------Application---------------

PROGRAM

NURSE'S ASSISTANT (17.0602)

COURSE

Nursing Assistant

9.12

PERFORMANCE OBJECTIVE

P9.12 Given a patient and the necessary equipment, clean colostomy stoma and change colostomy bag. All items must be rated acceptable on an instructor-prepared checklist.

SELECTED ENABLING OBJECTIVES

E9.12.1 Identify the gastro-intestinal system.

E9.12.2 Describe conditions that would necessitate a colostomy.

E9.12.3 Explain criteria for good skin care.

E9.12.4 State the purpose of a colostomy.

E9.12.5 Identify the different types of colostomies.

E9.12.6 Identify the various colostomy appliances.

CRITERION-REFERENCED MEASURE

C9.12 Stoma cleaned and colostomy bag changed; all items on instructor-prepared checklist rated acceptable.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss how diet and emotions could affect functioning of colostomy (E9.12.1, E9.12.2).
2. Discuss major problems of skin care (E9.12.3).
3. Have students research and report on the various types of colostomies (E9.12.5).
4. Demonstrate cleaning stoma and changing the colostomy bag (E9.12.3-E9.12.6).

SELECTED TOOLS AND MATERIALS

Handout: Instructor-prepared checklist
Colostomy bag equipment

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Basic Nursing Procedures. Hornemann.
Being a Nursing Assistant, 4th ed., pp. 397-401. H.R.E.T.
Mosby's Textbook for Nursing Assistants, pp. 286-290. Sorrentino.
Nursing Assistance Occupations, p. 83. V-TECS.
Nursing Skills for Allied Health, Vol. I, 3rd ed. Rambo and Wood.

----------------Application--------------

CONTENT/CONCEPT

9. ASSISTING WITH NUTRITION AND ELIMINATION

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

9.13 Describe methods of assisting patient with bladder and bowel training

COURSE

Nursing Assistant

9.13

PERFORMANCE OBJECTIVE

P9.13 Given information and resources on bladder and bowel training, describe with 85% accuracy on a written test methods of assisting a patient with bladder and bowel training.

SELECTED ENABLING OBJECTIVES

E9.13.1 Identify factors affecting elimination.

E9.13.2 Explain why training must be individualized for each patient.

E9.13.3 Explain the importance of patience, motivation, and positive reinforcement to the success of training.

E9.13.4 Explain the importance of careful observing and recording of voiding and defecating times in order to establish a schedule for each individual patient.

E9.13.5 Describe diet, fluid intake, and regularity as vital aspects of training.

CRITERION-REFERENCED MEASURE

C9.13 Methods of assisting patient with bladder and bowel training described on a written test with 85% accuracy.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss the type of patient who is a good candidate for training (E9.13.2).
2. Discuss the importance of the team concept in training (E9.13.3).
3. Discuss factors of aging that would affect success of training (E9.13.1, E9.13.2).
4. Show filmstrips (E9.13.1-E9.13.5).

SELECTED TOOLS AND MATERIALS

Handout: Written test

SELECTED AUDIOVISUAL MATERIALS

Filmstrips: Bowel Training. Trainex.
Bladder Training. Trainex.

SELECTED REFERENCES

Being a Long-Term Care Nursing Assistant, pp. 218-219. Will and Eighmy.
Being a Nursing Assistant, 4th ed., pp. 431-432. H.R.E.T.
Geriatric Assistant. Mummah and Smith.
Geriatrics: A Study in Maturity, 4th ed., pp. 228-230. Caldwell and Hegner.
Mosby's Textbook for Nursing Assistants, pp. 433-434. Sorrentino.

CONTENT/CONCEPT

9. ASSISTING WITH NUTRITION AND ELIMINATION

TASK/COMPETENCY

9.14 Assist the incontinent patient, including diaper application

-----------------Application--------------

PROGRAM

NURSE'S ASSISTANT (17.0602)

COURSE

Nursing Assistant

9.14

PERFORMANCE OBJECTIVE

P.9.14 Given the necessary equipment and supplies, assist the incontinent patient, including diaper application. All items on an instructor-prepared checklist must be rated acceptable.

SELECTED ENABLING OBJECTIVES

E9.14.1 Identify reasons for anal incontinence in older individuals.

E9.14.2 Outline plan for care.

E9.14.3 Identify the psychological impact of anal incontinence on the patient.

E9.14.4 State the procedure for toilet training and rehabilitation of the incontinent patient.

E9.14.5 List reasons for preventing decubiti.

E9.14.6 Apply diaper.

CRITERION-REFERENCED MEASURE

C9.14 Incontinent patient assisted with all items on instructor-prepared checklist rated acceptable.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss with students reasons for anal incontinence in older individuals (E9.14.1).
2. Present a plan of care (E9.14.1).
3. Have students discuss psychological impact of incontinence (E9.15.3).
4. Invite a nurse who works with a bowel and bladder training program to discuss nursing procedures (E9.14.4).
5. Demonstrate decubiti care (E9.14.5).
6. Demonstrate application of diaper (E9.14.6).

SELECTED TOOLS AND MATERIALS

Patient
Diaper
Lotion
Alcohol
Soap
Water
Suppository
Handout: Instructor-prepared checklist

SELECTED AUDIOVISUAL MATERIALS

Filmstrip: Care of Decubiti. Trainex.

SELECTED REFERENCES

Being a Long-Term Care Nursing Assistant, pp. 239-241. Will and Eighmy.
Being a Nursing Assistant, 4th ed., pp. 202-208. H.R.E.T.
Mosby's Textbook for Nursing Assistants, pp. 274-276. Sorrentino.

CONTENT/CONCEPT

9. ASSISTING WITH NUTRITION AND ELIMINATION

TASK/COMPETENCY

9.15 Assist patient to bathroom

----------------Application--------------

PROGRAM

NURSE'S ASSISTANT (17.0602)

COURSE

Nursing Assistant

9.15

PERFORMANCE OBJECTIVE

P9.15 Giving a simulation of a patient needing assistance to the bathroom, assist the patient to the bathroom, according the patient privacy and adhering strictly to the rules regarding safety of patient as demonstrated by the instructor.

SELECTED ENABLING OBJECTIVES

E9.15.1 Identify procedures of assisting patient to and from bed.

E9.15.2 List rules governing patient safety.

E9.15.3 Describe ways to ensure patient privacy.

CRITERION-REFERENCED MEASURE

C9.15 Patient safely assisted to the bathroom, privacy assured.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss safety procedures for assisting patients (E9.15.2).
2. Have class pair off and take turns assisting each other from bed to bathroom. Do this activity with and without a blindfold (to simulate blindness) on the student-patient (E9.15.1, E9.15.2).
3. Demonstrate correct methods of ensuring patient privacy (E9.15.3).

SELECTED TOOLS AND MATERIALS

None identified

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Nursing Assistance Occupations, p. 51. V-TECS.

CONTENT/CONCEPT

9. ASSISTING WITH NUTRITION AND ELIMINATION

TASK/COMPETENCY

9.16 Assist with removing fecal impaction

----------------Application--------------

PROGRAM

NURSE'S ASSISTANT (17.0602)

COURSE

Nursing Assistant

9.16

PERFORMANCE OBJECTIVE

P9.16 Given a bedpan and cover, gloves, toilet tissue, lubricant, a chux pad, assist in removing the fecal impaction, with regard to patient privacy and comfort, all items on an instructor-prepared checklist rated acceptable.

SELECTED ENABLING OBJECTIVES

E9.16.1 Identify procedures for examining a patient with fecal impaction.

E9.16.2 List procedures for ensuring patient's comfort during the removal of fecal impaction.

E9.16.3 Describe correct positioning of patient for removal of fecal impaction.

E9.16.4 List causes of fecal impaction.

CRITERION-REFERENCED MEASURE

C9.16 Fecal impaction removed with all items on an instructor-prepared checklist rated acceptable.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss with class the causes of fecal impaction (E9.16.4).
2. Invite a nurse to demonstrate for the class the procedure for removal of fecal impaction (E9.16.1-E9.16.3).
3. Discuss the importance of the assistant in removing fecal impactions (E9.16.1-E9.16.3).

SELECTED TOOLS AND MATERIALS

Bedpan and cover
Gloves
Toilet tissue
Lubricant
Chux pad
Instructor-prepared checklist

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Nursing Assistance Occupations, p. 54. V-TECS.

----------------Application--------------

CONTENT/CONCEPT

9. ASSISTING WITH NUTRITION AND ELIMINATION

PROGRAM

NURSE'S ASSISTANT (17.0602)

TASK/COMPETENCY

9.17 Assist patient in menu selection

COURSE

Nursing Assistant

9.17

PERFORMANCE OBJECTIVE

P9.17 Given a typical health care facility menu and patient requirements, assist patient in selecting appropriate foods from the menu.

SELECTED ENABLING OBJECTIVES

E9.17.1 Identify foods in the four basic food groups.

E9.17.2 Describe types of diets and their purposes.

E9.17.3 List nutrients and their corresponding food sources.

CRITERION-REFERENCED MEASURE

C9.17 Patient assisted with appropriate menu selection.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Invite a nutritionist to discuss with the class the importance of nutrition for patients (E9.17.2).
2. Collect a representative sample of typical menus from local health care facilities, and distribute them to class for observation and comment (E9.17.2).
3. Show to class pictures of several foods, asking students to classify them according to the four basic food groups (E9.17.1, E9.17.3).

SELECTED TOOLS AND MATERIALS

Health care facility menus
Pictures of foods from the four basic food groups.

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Being a Nursing Assistant, 4th ed., pp. 243-251. H.R.E.T.

SECTION 2

PROGRAMS AND COURSES

The Nurse's Assistant program and courses described in this section are based on the task analyses presented in Section 1. The program and courses have been approved by the Virginia Department of Education.

The first part of this section contains program and course descriptions for Nursing Assistant I and II. A task listing sequenced in suggested teaching order and a content outline are also included. It should be noted that the sequencing of tasks and the outline are constructed for the entire Nurse's Assistant program, not the individual courses. The task listing sequence and outline should be reviewed and adapted by program administrators at the local level in accordance with existing facilities and available on-the-job training experiences.

PROGRAM DESCRIPTION

PROGRAM TITLE: NURSE'S ASSISTANT

DESCRIPTION:

The competency-based Nurse's Assistant program is designed to provide students with the knowledge, understanding, and basic skill training necessary for entering advanced health occupation programs or locating entry-level employment as a certified nursing assistant in a hospital, licensed nursing home, home health, or other health care seting. Introduction to Health Occupations is strongly recommended as a prerequisite for this one- or two-year program. Supervised occupational experience is an integral part of the course, and clinical practice in a licensed nursing home is required and is coordinated by the instructor. Student organization activities (HOSA) are an outgrowth of classroom instruction and on-the-job training and serve as an excellent method of reinforcing basic skills and knowledge and gaining leadership abilities.

The program may be taught in one year if courses I and II are combined in a 3-hour block in a senior intensified program and all competencies are addressed. Access to a clinical training facility is essential as well as time to dress in uniform, to be transported, and to practice with patients. Upon successful completion of the program, the graduate is certified as a nursing assistant. Virginia State Health Department Nursing Home licensure regulations are applicable to this program.

CIP CODE: 17.0602

SUGGESTED GRADE LEVEL: 11, 12

PREREQUISITES: None--Introduction to Health Occupations is strongly recommended.

APPROVED COURSES	VA. CODE	DOT NUMBER/TITLE
Nursing Assistant I	8360	355-677-014 Nurse's Aide
Nursing Assistant II	8362	

RELATED POSTSECONDARY PROGRAMS: Nursing

COURSE: NURSING ASSISTANT I (8360)

DESCRIPTION: Nursing Assistant I is a single-, double-, or triple-period occupational preparation course offered at the eleventh-grade level. Emphasis is given to the study of nursing occupations as related to the health care system. Students study normal growth and development, simple body structure and function, and medical terminology, and are introduced to microbes and disease. The course includes elementary skill training in areas such as patient-nurse's assistant relationships; taking and recording vital signs; cardiopulmonary resuscitation; and bathing, feeding, dressing, and transporting patients in hospitals and nursing homes. Limited on-the-job instruction in nursing homes and hospitals is part of the course. This course can be used as an introduction to practical nursing or to prepare the student for Nursing Assistant II so that all competencies for a certified nursing assistant are met.

PREREQUISITES: None--Introduction to Health Occupations is strongly recommended*

SUGGESTED GRADE LEVEL: 11

*Core competencies taught in Introduction to Health Occupations are included in the instructional content in the first year of each occupational program.

COURSE: NURSING ASSISTANT II (8362)

DESCRIPTION: Nursing Assistant II is a double- or triple-period occupational preparation course offered at the twelfth-grade level. Emphasis is given to advanced skill training in areas such as catheter care, recording intake and output, admission and discharge procedures, range-of-motion, bowel and bladder training, care of the dying, and selected procedures for maternal and infant care. In addition, the student will learn about diseases and body systems as related to advanced clinical care of the acute medical-surgical patient, the chronically ill, and the elderly. On-the-job instruction in a licensed nursing home is part of the course. Upon completion of the nurse's assistant program, the student is ready to be employed as a certified nursing assistant in hospitals and nursing homes.

PREREQUISITE: Nursing Assistant I

SUGGESTED GRADE LEVEL: 12

NURSE'S ASSISTANT

TASK/COMPETENCY SEQUENCE

1.1 Prepare for classroom instruction and activities
1.2 Display knowledge of school facility
1.4 Describe the Nurse's Assistant Program
1.3 Participate in in-class activities of Health Occupations Students of America
2.1 Identify job responsibilities and personal qualities of a nursing assistant
2.8 Describe appropriate appearance and behavior for a nursing assistant
2.2 Identify health career options
2.3 Match nursing functions with appropriate personnel
2.4 Identify the major types and functions of health care institutions
2.5 Identify examples of ethical nursing behavior
2.6 Determine legal responsibilities of the nursing assistant
2.7 Identify the rights of patients/residents
6.1 Identify terminology related to a clean, safe environment
6.2 Match major pathogenic microorganisms to their related disease or infection
6.3 Illustrate how infections spread
6.4 Recognize symptoms of an infection
6.6 Clean instruments and supplies
6.7 Demonstrate proper handwashing technique
6.8 Don and remove gown, mask, and gloves
6.11 Dispose of soiled material
6.9 Demonstrate doublebagging technique
6.12 Perform terminal disinfection procedures of a unit
7.61 Prepare a unit to receive a patient from operating room
6.28 Demonstrate terminal and concurrent cleaning
6.10 Serve and remove diet tray
6.29 Clean utility/linen room
6.30 Perform safety procedures related to patient care
6.31 Perform safety procedures related to environment
6.32 Demonstrate fire safety procedures
6.33 Use fire extinguishers
6.5 Adjust the hospital beds
6.22 Adjust side rails
6.13 Make an unoccupied bed
6.14 Make an occupied bed
6.15 Make a postoperative or recovery bed
6.23 Place footboard, overbed cradle, or egg crate mattress on bed
6.24 Place alternating pressure mattress on bed
6.16 Demonstrate proper body mechanics
6.17 Position patient in bed
6.18 Assist patient to maintain proper body alignment
6.19 Assist patient in performing prescribed range-of-motion exercises
6.20 Assist patient to turn, cough, and deep breathe
6.21 Assist patient with postural drainage and/or cupping as prescribed
6.25 Apply restraints for safety
6.26 Apply heel and elbow protectors
6.27 Apply and care for anti-embolic stocking
5.1 Develop awareness of personality strengths and weaknesses
5.2 Analyze personal health habits
5.3 Demonstrate successful work attitudes
5.4 Identify effective methods to develop patient/family and staff relationships
5.5 Define simple medical terminology

5.6 Observe and report appropriate patient/client data
5.7 Record blood pressure, temperature, pulse, and respiration, and other appropriate patient data
5.8 Answer the intercom
5.9 Place and receive telephone calls
5.10 Answer the call signal
3.27 Describe the major stages of growth and development
3.28 Describe the effects of the normal aging process on major body systems
3.29 Identify psycho-social problems associated with the elderly
7.72 Demonstrate reality orientation techniques
7.74 Assist a patient with special needs in activities of daily living
7.75 Assist with patient teaching, as prescribed
3.30 Identify needs related to death and dying
7.73 Identify ways to assist with care of terminal patient/resident
8.8 Identify appropriate recreation for residents in a nursing home
7.12 Perform post-mortem care on a mannequin
7.56 Assist with admission of a patient
7.62 Give a.m. care
7.63 Give p.m. care
7.64 Assist with physical examination
7.66 Drape a patient for physical examination/treatment
7.71 Care for a resident/patient's personal belongings
7.27 Measure weight, using a wheelchair scale, mechanical lift, or electronic bedscale
7.25 Measure and record height and weight
7.24 Measure and record temperature (oral, rectal, axillary)
7.22 Measure and record apical pulse
7.23 Measure and record radial pulse
7.26 Measure and record respiration
7.21 Measure and record blood pressure
3.1 Identify anatomical structures
3.2 Identify body cavities and organs within these cavities
3.3 Identify parts and functions of the cell
3.4 Identify tissues within the body
3.22 Identify the five senses and state their functions
3.23 Label major parts of the eye, ear and state their functions
3.24 Identify major disorders of the eye, ear, and other sensory organs
3.25 Identify major structures and state the functions of the integumentary system
3.26 Identify major disorders of the integumentary system
7.40 Give skin care
7.43 Give, or assist with , a bed bath
7.45 Give, or assist with, a partial bath
7.46 Assist a patient to take a shower
7.47 Give, or assist with, a tub bath
7.41 Give skin care to a patient in cast/traction
7.42 Give skin care to a patient in restraints
7.44 Give skin care to a patient with decubitus ulcer
7.39 Give a backrub
7.48 Give oral hygiene
7.49 Give denture care
7.70 Clean and beautify fingernails
7.38 Care for, or help patient care for, hair
7.18 Give perineal care (unsterile)
7.37 Shave, or assist male patient with shaving
7.33 Assist with dressing and undressing
7.5 Administer heat lamp treatment
7.1 Apply unsterile cold compress

7.2 Administer hot soaks
7.3 Adminster a sitz bath
7.6 Administer warm, unsterile compress
7.7 Apply hot water bottle or aqua K-pad
7.8 Apply ice bag
7.60 Assist with preparation for surgery
3.9 Identify major structures and state the functions of the musculo-skeletal systems
3.10 Identify major disorders of the musculo-skeletal systems
7.4 Apply ace bandage
7.9 Assist patient to sit on side of bed
7.31 Assist with applying and removing braces
7.36 Assist patient in standing
7.34 Assist patient in ambulation
7.35 Assist patient in using parallel bars for ambulation
7.32 Assist with crutch walking
7.69 Assist patient with walker and quad cane use
7.50 Move a patient from bed to stretcher, using three-person lift
7.51 Move patient from stretcher to bed, using transfer sheet
7.52 Assist a patient who can stand to move to and from a wheelchair, shower chair, or Gerri-chair
7.68 Transfer a patient to bedside commode
7.53 Transfer a helpless patient to and from bed to shower chair, wheelchair, or Gerri-chair
7.65 Transfer a patient, using the mechanical lift
7.54 Transport a patient by wheelchair
7.55 Transport a patient by stretcher
7.67 Assist with whirlpool bath
8.6 Apply circular, spiral, figure eight, triangle, and cravat bandages
8.7 Apply splints
8.9 Apply sling
3.11 Identify structures and state the functions of the major digestive organs, including the oral cavity
3.12 Identify major disorders of the digestive system
3.13 Identify major disorders of the oral cavity
9.2 Identify general and special diets
9.17 Assist patient in menu selection
9.3 Serve and collect diet trays
9.4 Distribute nourishments
9.5 Distribute drinking water
9.6 Assist patient with eating
9.7 Feed a patient/resident (all ages)
9.8 Observe a patient receiving intravenous (I.V.) fluids
9.9 Assist a patient with using a bedpan
9.15 Assist patient to bathroom.
9.12 Clean stoma and change a colostomy bag
9.13 Describe methods of assisting a patient with bladder and bowel training
7.17 Measure and record contents of gastric and intestinal drainage bottles
7.29 Insert a glycerine rectal suppository
7.30 Insert a rectal tube
7.20 Prepare and give an enema
7.16 Collect a stool specimen
9.16 Assist with removing fecal impaction
3.16 Identify major structures and state the functions of the urinary system
3.17 Identify major disorders of the urinary system
9.1 Observe, measure, and record fluid intake/output

9.10 Assist a patient with using a urinal
7.11 Maintain closed urinary drainage system
9.11 Empty closed urine drainage bag
7.10 Assist with indwelling urinary catheter care
7.13 Collect a clean-catch urine specimen
7.14 Collect 24-hour urine specimen
7.28 Test urine for sugar and acetone
7.59 Strain urine
9.14 Assist the incontinent patient, including diaper applications
3.20 Identify major structures and state the functions of the nervous system
3.21 Identify major disorders of the nervous system, including Alzheimer's Disease and other dementias
3.7 Identify major organs and state the functions of the circulatory system
3.8 Identify major disorders of the circulatory system
8.3 Give cardio-pulmonary resuscitation, one- or two-person rescue
8.4 Give first aid for external and internal bleeding
3.18 Identify major structures and state the functions of the respiratory system
3.19 Identify the major disorders of the respiratory system
8.1 Give artificial ventilation to an unconscious adult
8.2 Give artificial ventilation to an unconscious infant
8.5 Give first aid for choking, including Heimlich Maneuver, to a conscious/unconscious adult, infant, child, or mannequin
7.15 Collect a sputum specimen
3.5 Identify major structures and state the functions of the endocrine glands
3.6 Identify major disorders of the endocrine glands
3.14 Identify structures and state the functions of the major organs of the reproductive system
3.15 Identify major disorders of the reproductive system
7.19 Prepare and give a vaginal douche
7.57 Assist with transfer of a patient
7.58 Assist with discharge of a patient
4.1 Prepare a personal data sheet or resume
4.2 Complete an application
4.3 Participate in an interview
4.4 Identify employment opportunities

NURSE'S ASSISTANT

Program Content Outline

I. INTRODUCING THE PROGRAM

A. Student orientation to school and program	P1.1, P1.2, P1.4
B. Student organization (co-curricular) activities	P1.3
C. Professionalism and responsibility	P2.1, P2.8
D. Health care system and careers	P2.2-P2.4
E. Nursing ethics and legal responsibilities	P2.5, P2.6
F. Patient rights	P2.7

II. ENSURING A CLEAN ENVIRONMENT

A. Terminology related to cleanliness	P6.1
B. Pathology of infection	P6.2, P6.3
C. Symptoms of infection	P6.4
D. Instrument and supply cleaning procedure	P6.6
E. Handwashing technique	P6.7
F. Gown, mask, and gloves	P6.8
G. Infectious waste disposal	P6.11, P6.9
H. Disinfection procedures	P6.12, P7.61, P6.28
I. Diet tray (isolated patient)	P6.10
J. Utility/linen room cleaning procedure	P6.29

III. ENSURING A SAFE ENVIRONMENT

A. Unsafe conditions and safety rules	P6.30, P6.31
B. Fire prevention and safety	P6.32, P6.33
C. Hospital bed adjustments	P6.5, P6.22
D. Hospital bedmaking procedures	P6.13-P6.15
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APPENDICES

APPENDIX A: Suggested References

APPENDIX B: Audiovisual Publishers' Addresses/Telephones

APPENDIX C: Tools and Equipment List

APPENDIX A

SUGGESTED REFERENCES

American Association of Retired Persons (AARP) Publications, Area III. 1133 20th St. NW, Suite 610, Washington, D.C. 20036. (202) 728-4838.

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APPENDIX B

AUDIOVISUAL PUBLISHERS' ADDRESSES/TELEPHONES

American Heart Association
Virginia State Headquarters
4217 Park Place Court
Glen Allen, Virginia 23060
804/ 747-8334

Bennett and McKnight
(A division of Glencoe Publishing Company)
Front and Brown Streets
Riverside, New Jersey 08075-9963
800/ 257-5755

The Brady Company
c/o Prentice-Hall
Englewood Cliffs, New Jersey 07632
800/ 638-0220

Career Aids, Inc.
20417 Nordhoff St.
Chatsworth, California 91311
818/ 341-8200

Concept Media
P.O. Box 19542
Irvine, California 92713
800/ 233-7078

The Connecticut Hospice Institute
61 Burban Drive
Branford, Connecticut 06405
203/ 481-6231

Dairy and Food Nutrition Council of the Southeast, Inc.
Virginia Division
3212 Skipwith Road
Richmond, Virginia 23229
804/ 270-4800
(Contact your regional representative for resources)

Division of Media and Technology
Virginia Department of Education
Richmond, Virginia 23216
804/ 225-8400

J.B. Lippincott
Audiovisual Department
East Washington Square
Philadelphia, Pennsylvania 19105
800/ 523-2945

Medcom, Inc.
Trainex Division
P.O. Box 3225
Garden Grove, California 92642
800/ 854-2485

National HOSA
4300 Highline Blvd.
Suite 212-D
Oklahoma City, Oklahoma 73108
405/ 947-4584

Prentice-Hall Media
P.O. Box 1050
Mt. Kisco, New York 10549
800/ 431-2266

Sunburst Communications
Room TL 7
39 Washington Avenue
Pleasantville, New York 10570-9971
800/ 431-1934

Virginia Commonwealth University
Media Services
1101 East Marshall Street
Richmond, Virginia 23219
804/ 786-3400

Virginia Health Council, Inc.
3312 West Cary Street
Richmond, Virginia 23221
804/ 358-9944

NOTE: Other AV publishers may be used as quality software is located by the teacher. Previewing software prior to use in the class or by the student individually is recommended. Be sure to have access to AV equipment and set-up, and check out its operation ahead of time.

APPENDIX C

TOOLS AND EQUIPMENT LIST

The following equipment, tools, and apparatus have been identified as essential components for the establishment of a nurse's assistant program.

Ace Bandage
Admission Kit, disposable including emesis, etc.
Airmattress, alternating pressure
Air ring
Airway
Allied Health Education Directory, Current Edition (by FMA)
Allis forceps
Aluminum chart holders and stand
Anatomical charts, floor models, wall mount
Anatomical models
Aqua K pads
Aquamadic Pad for heat therapy
Articulated human bone skeleton
Asepto syringe, levine tube
Aspirator
Audiometer
Bandage scissors
Bath basins, soap dishes
Bath thermometer
Bedpans, regular, fracture
Bedside commode
Patient identification equipment
Beverage cart
Beverage containers
Binders, abdominal, T, etc.
Biological training models
Blood and urine containers
Braces (as recommended by therapist)
Bulletin board (portable)
Cabinets to store the models
Canes (various types used by therapist)
Canisters
Catheters
Chart forms
Clinitest setup
Complete food and water tray setup for each bed unit
Covered solution pitcher and sample I.V. solutions
Croupette
Crutches (as recommended by therapist)
Decubicare items
Demonstration counter with sink for hand washing demonstration, etc.
Diagnostic instruments such as otoscope
Dishware and patient trays for each patient care unit
Disposable procedure packs such as catheter, irrigation tray, etc.

Doughnuts
Dressing forceps and holder
Dressing tray (disposable)
Electronic thermometer
Embolic stocking
Emergency cart
Emergency first aid items
Emesis basis, stainless steel
Enema bag with tubing
Female urinals
Fetuscope
First aid kit
Flashlight and battery
Foot board, bed cradle
Foot stools
Forceps holders (permanent)
Forceps utility and others
Fracture pan
Funnel
Gloves for demonstration
Gowns for demonstration
Hair washing equipment for the bed
Health and nursing journals
Hemometer
HOSA: Local chapter banner/equipment/supplies from Balfour
Hospital beds (max. 6)
  1 electrically operated
  1 manually operated
Hot water bottle
Humidifiers
Ice cap, collar
Immunization setup
Infant crib
Infant scale
Individual learning packets and/or modules, and/or software packages
Irrigation trays
I.V. administration equipment cart
I.V. standard for a complete bed unit (floor and/or wall)
Kelly clamp
Latex tubing with sufficient glass connectors
Laundry hamper and canvas bag
Levine tube
Linens to complete full patient care unit (each bed)
Magazine rack
Measuring containers, metric
Measuring graduates
Medical dictionary
Medical terminology book
Medicine cart
Medicine dropper, asepto syringe
Metric visuals
Microcomputer hardware/software
Nail clippers
Needles
Oral thermometer
Ostomy care equipment

Overbed and bedside tables
Pap smear kit
Patient teaching kits (ostomy, diabetes care, etc.)
Physical examination tray
Physician's desk reference
Plastic bath thermometer
Plastic medicine cups with meaures and tray
Plastic nondisposable wash basins and accompaning equipment for giving patient baths
(each bed unit)
Post mortem kit
Raised toilet seat
Rectal thermometers
Rectal tubes
Reference books
Requisitions, sample billing and other business forms
Restraining belt for stretcher
Restraints
Resuscitation equipment
Resusci Ann (or comparable doll)
Rubber bulb syringe
Sample chart forms
Sample irrigation sets for: colostomy, enema douche, etc.
Sample sterile dressing tray, disposable
Sample surgical masks
Sandbags
Scales, standup medical
Scultetus binder
Sheepskin and lambswool pads
Signs, such as "hold breakfast"
Sitz chair
Slides, specimen containers
Small autoclave
Snellen eye chart
Soap dishes, nondisposable and disposable
Solution bowls
Solution bulbs
Specimen containers
Speculums (variety)
Sphygomanometers pocket, standup, wall
Splints
Stainless steel instrument tray, instruments
Stainless steel irrigating can
Stethoscopes--teaching, regular
Stretcher cart
Suction catheter
Suction machine
Surgical needles and needle holder
Suture setup
Syringes
Table top two-burner hot plate
Tape measure
Teaching dolls, male and female
Test tubes and rack
Texas catheter
Thermometer holders
Traction setup with single bar
Trainaide software/films

Trainex software/films
Trash can with foot pedal
Trays with water pitchers for bedside stands
Treatment disposable trays for demonstration
Trochanter rolls
Two section folding screen
Urethral catheter
Urinals--external, disposable and stainless steel
Utility cart
Vaginal douche kit
Vaginal speculum stainless steel and disposable
Vaporizer
Walker
Wall clock with big second hand
Watch with second hand
Weights
Wheelchair